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1917/18

# BULLETIN

## East Tennessee

## State Normal School

Vol. VIII

JULY, 1918

No. 1

### CONTENTS

	Page
Educational Directory .....	4
Officers and Faculty .....	7
Courses of Study .....	13
History and General Information .....	47
Terms of Admission .....	48
Buildings and Equipment .....	55
Expenses .....	56
Miscellaneous Information .....	59

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At Johnson City, Tennessee

By the East Tennessee State Normal School

By Authority of the State Board of Education

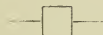
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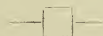
# BULLETIN

## East Tennessee State Normal School

A State School for the Education and  
Training of Teachers



Catalog for 1917-18  
Announcements for 1918-19

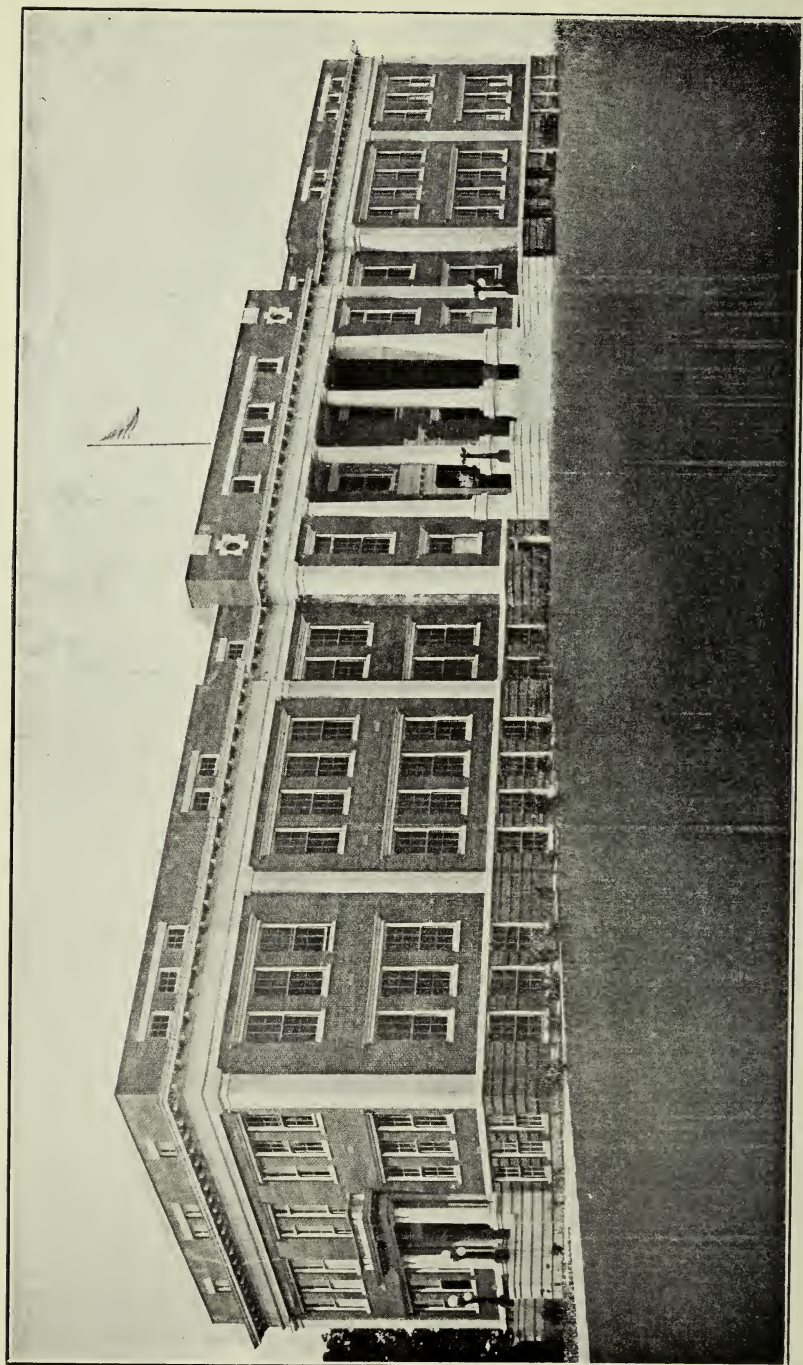


Published by Authority of the  
STATE BOARD OF EDUCATION  
July, 1918





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MAIN BUILDING

## CALENDAR FOR 1918-1919

## FALL TERM

September 24, Tuesday---Registration and Classification of Students  
September 24, Tuesday-----Observation and Practice School Opens  
September 25, Wednesday-----Class Work Begins  
December 21, Saturday-----Fall Term Ends

## WINTER TERM

January 2, Thursday-Registration and Classification of New Students  
January 3, Friday-----Class Work Begins  
March 15, Saturday-----Winter Term Ends

## SPRING TERM

March 18, Tuesday--Registration and Classification of New Students  
March 19, Wednesday-----Class Work Begins  
June 4, Wednesday-----Spring Term Ends

## SUMMER TERM

June 10, Tuesday---Registration and Classification of New Students  
June 11, Wednesday-----Class Work Begins  
July 19, Saturday-----Summer Term Ends

Students should register and be classified on the opening day of the term.



## STATE BOARD OF EDUCATION

## OFFICERS

HONORABLE PERRY L. HARNED, Chairman

SUPERINTENDENT SAMUEL W. SHERRILL, Secretary

## MEMBERS

For East Tennessee:

Moses H. Gamble.....Maryville

William L. Gentry.....Jefferson City

John S. Ziegler.....Chattanooga

For Middle Tennessee:

L. A. Ligon.....Carthage

Perry L. Harned.....Clarksville

James F. Fowlkes.....Waverly

For West Tennessee:

Charles C. Hanson.....Memphis

J. H. Bayer.....Huntingdon

C. B. Ijams.....Jackson



## COUNTY SUPERINTENDENTS IN EAST TENNESSEE

<i>County</i>	<i>Name</i>	<i>Town</i>
Anderson -----	W. H. Miller-----	Clinton
Bledsoe -----	J. M. Gerren-----	Pikeville
Blount -----	Nancy L. Broady-----	Maryville
Bradley -----	S. Y. Adcock-----	Cleveland
Campbell -----	Joe Jennings-----	Jacksboro
Carter -----	J. R. Ritchie-----	Elizabethton
Claiborne -----	N. Otto Erwin-----	Tazewell
Cocke -----	O. L. McMahan-----	Newport
Cumberland -----	J. S. Cline-----	Crab Orchard
Grainger -----	H. G. Farmer-----	Rutledge
Greene -----	Joel N. Pierce-----	Greeneville
Hamblen -----	W. S. Ivy-----	Morristown
Hamilton -----	J. White Abel-----	Chattanooga
Hancock -----	George Jaynes-----	Sneedville
Hawkins -----	Roy Myers-----	Rogersville
James -----	W. H. Roark-----	Ooltewah
Jefferson -----	R. C. McAndrews-----	Dandridge
Johnson -----	J. L. Shoun-----	Mountain City
Knox -----	W. L. Stooksbury-----	Knoxville
Loudon -----	John T. Henderson-----	Loudon
McMinn -----	Austin A. Hanks-----	Athens
Marion -----	D. A. Tate-----	South Pittsburg
Meigs -----	Jas. H. Bennett-----	Decatur
Monroe -----	A. C. Watson-----	Madisonville
Morgan -----	A. B. Peters-----	Wartburg
Polk -----	W. B. Rucker-----	Copperhill
Rhea -----	Wm. Hilleary-----	Dayton
Roane -----	Dudley Tanner-----	Kingston
Scott -----	W. W. Walker-----	Huntsville
Sequatchie -----	W. V. Freiley-----	Dunlap
Sevier -----	Alton DeLozier-----	Sevierville
Sullivan -----	J. C. Akard-----	Blountville
Unicoi -----	Mrs. Lizzie Roberts-----	Erwin
Union -----	Victor Palmer-----	Sharps Chapel
Washington -----	J. C. Berry-----	Jonesboro

## CITY SUPERINTENDENTS IN EAST TENNESSEE

Athens	J. C. Ridenour
Bristol	R. B. Rubins
Chattanooga	Charles H. Winder
Cleveland	D. C. Arnold
Clinton	R. A. Moser
Coal Creek	C. R. Wallace
Crossville	
Dayton	J. F. Benson
Elizabethton	Jno. D. Everette
Erwin	Charles L. Hubbard
Etowah	
Greeneville	R. W. Mitchell
Harriman	S. W. Gentry
Jellico	Edgar Smith
Johnson City	
Jonesboro	A. F. Nace
Knoxville	W. E. Miller
Lenoir City	J. H. Jarvis
Madisonville	J. N. Crowder
Maryville	C. C. Curtis
Morristown	Chas. C. Sherrod
Mountain City	
Newport	
Rockwood	N. A. Steadman
Rogersville	W. F. Ferguson
South Pittsburg	E. Y. Heydringer
Sweetwater	R. M. Ivens
Tellico Plains	S. R. Williams

## FACULTY AND OFFICERS

1918-1919

*Arranged in Order of Employment***SIDNEY GORDON GILBREATH**.....**President**

B. S., Hiwassee College, 1890; Superintendent of Schools, Monroe County, 1891-5; State Superintendent Public Instruction, 1895-7; President Hiwassee College, 1897-9; Member State Board of Education, 1895-9; Professor in Peabody College for Teachers, 1899-1903; Superintendent City Public Schools, Chattanooga, 1903-10; President State Teachers' Association, 1898; President Public School Officers' Association, 1910; President Southern Conference for Education and Industry, 1916-7; present position since 1910.

**CHARLES HODGE MATHES**.....**Dean. English Language**

B. A., Washington College, 1897; M. A., Maryville College, 1904; Graduate student, University of Wooster, 1898-9; Harvard University Summer School, 1906; Professor of Greek and English, Washington College, 1899-1903; Professor of Greek, Maryville College, 1903-11; President Tennessee Philological Association, 1912; Secretary East Tennessee Educational Association, 1911-5; present position since 1911.

**DAVID SINCLAIR BURLESON**.....**English Literature**

B. A., Milligan College, 1891; M. A., Milligan College, 1898; B. A. Certificate in Latin and Greek, University of Virginia, 1898; Student Harvard University, summers 1901 and 1902; Graduate student, University of Chicago, 1911; Principal Preparatory Department, Milligan College, 1891-3; Professor of Mathematics, Tazewell (Va.) College, 1893; Principal Newcastle (Va.) Institute, 1893-4; Principal Language Department, Florence (Ala.) State Normal College, 1898-1911; Secretary East Tennessee Educational Association, 1916-19; present position since 1911.

**DAVID RILEY HAWORTH**-----**Rural Supervision**

B. A., Maryville College, 1893; M. A., Maryville College, 1896; Principal North Branch (Kan.) Academy, 1896-8; Principal Maryville Normal School, 1898-1901; President Nebraska Central College, 1901-3; Field Agent Huron (S. Dak.) College, 1903-4; Principal Cheveretteville (La.) High School, 1904-6; Superintendent City Schools, Jonesboro, 1906-8; Superintendent City Schools, Morristown, 1908-11; Graduate student Columbia University, summer and fall 1916; present position since 1911.

**WILLIAM JACOB SOWDER**-----**Agriculture**

Life Certificate Texas State Normal School, 1892; Licentiate Peabody College for Teachers, 1896; B. S., University of Nashville, 1897; Graduate student, University of Chicago, 1900; B. A., University of Nashville, 1903; M. S. A., Cornell University, 1908; Principal Public Schools in Texas, 1886-94; Principal Wichita Falls (Texas) High School, 1897-1900; Instructor in Denton (Texas) State Normal School, 1900-1; Instructor in Texas Agricultural and Mechanical College, 1901-2; Instructor in College of Industrial Arts (Texas), 1903-7; Associate in Horticulture, Maryland Agricultural College, 1909; Teacher of Agriculture, Arkansas State Normal School, 1909-11; present position since 1911.

**WALTER CLEMENT WILSON**-----**Manual Training**

B. E., National Normal University, 1893; Certificate Ohio State Teachers' College, 1897; Diploma in Manual Training, Miami University, 1909; Superintendent City Schools, West Carrollton (O.), 1893-1904; Associate Principal Normal Department, Antioch (O.) College, 1904-9; Critic Teacher of Manual Training, Ohio State Normal College, 1909-10; Instructor in Manual Training, Ohio State Normal College, 1910-11; present position since 1911.

**FREDERICK WILLIAM ALEXANDER**-----**Education and History**

B. A., Tusculum College, 1892; M. A., Tusculum College, 1895; B. S. D., Kirksville (Mo.) State Normal School, 1896; Graduate student, Harvard University, 1899-1900; Teacher Limestone Graded School, 1892-3; Teacher Sweetwater Military College, 1893-5; Principal Moberly (Mo.) High School, 1897-9; Professor of Philosophy and Education, Washington and Tusculum College, 1900-11; present position since 1911.

**DELLE FULANEY SMITH**-----**Chemistry**

Graduate Bristol High School, 1899; B. S., University of Tennes-

sec. 1903; Student Summer School of the South, 1903; Teacher in Masonic Institute, Mountain City, 1903-4; Teacher of Chemistry and Physics, Southern College for Women (Ga.), 1904-6; Teacher of Chemistry and Physics, Oregon State Normal School, 1906-8; Teacher of Science, Galloway (Ark.) College, 1909-10; Teacher of Science, Sweetwater College for Women, 1910-11; Graduate student, Columbia University, summer 1913; present position since 1911.

**WILLIAM LAFAYETTE PRINCE**.....**Writing and Bookkeeping**

Graduate Holladay College, 1894; Graduate Draughton's Business College, 1903; Graduate Gem City Business College, 1904; Teacher Bookkeeping and Shorthand, Iowa Wesleyan University, 1903-4; Business Course, Southern Normal University, 1905-7; Commercial Branches, Carson and Newman College, 1907-8; Hill's Business College, 1908-9; Dickson College, 1909-10; Principal Commercial Department, Piedmont Business College, 1910-11; present position since 1911.

**ELIZABETH EVANS SLOCUMB**.....**Drawing**

Diploma Woman's Art School, New York, 1905; Diploma Teachers College, Columbia University, 1911; Supervisor of Drawing in Raleigh (N. C.) Schools, 1905-10; Student in Columbia University, summers 1912-3; present position since 1911.

**NELLIE COOPER**.....**Primary Methods and Critic Teacher**

Student Summer School of the South, 1902-9; Diploma Teachers College, Columbia University, 1911; Teacher Third-Fifth Grades, 1902-4; First-Third Grades, 1904-5; First Grade, 1905-10; present position since 1911.

**CHRISTIAN EDLY ROGERS**.....**Mathematics**

L. I., Peabody College, 1902; B. A., University of Chattanooga, 1905; LL.B., Chattanooga School of Law, 1907; M. A., Columbia University, 1915; Diploma in Mathematics, Teachers College, 1915; Special student of Mathematics, Summer School of the South, 1907-8-9; Teacher of Mathematics, Central High School, Chattanooga, 1907-11; present position since 1911.

**INA YOAKLEY**.....**Physics and Geography**

B. S., Milligan College, 1895; B. S., Teachers College, Columbia University, 1910; M. A., Columbia University, 1912; Special student,

Columbia University, 1912-13; Teacher in Public Schools, Washington County, 1896-9; Teacher in High School, Fall Branch, 1899-1901; Teacher in Public Schools, Johnson City, 1901-5; Teacher of Science, High School, Johnson City, 1905-9; Teacher of Biology, High School, Jersey City (N. J.), 1910-11; Graduate student, Chicago University, summer 1913; present position since 1912.

**ADA LOU HORNSEY.....Domestic Science**

Graduate Meigs County High School, 1902; M. E. L., Centenary College, 1905; Teacher in Meigs County High School, 1907-9; Student Summer School of the South, 1908; Graduate in Domestic Science Course, East Tennessee State Normal School, 1912; Special student, Teachers College, Columbia University, summers 1914-15-16; present position since 1912.

**MAX SCHOEN.....Public School Music**

B. A., College of the City of New York, 1911; Graduate student, Teachers College, Columbia University, 1910, and summers 1911, 1913; Private student of Violin, Piano, and Voice; Assistant Conductor Educational Theater Orchestra, 1904-8; Teacher of Music and German, Florida Military Academy, 1911-12; Teacher of Modern Languages, Chattanooga High School, 1912-14; present position since 1914.

**MURAT ROBERTS.....Foreign Languages**

Graduate Asheville (N. C.) High School, 1909; A. B., University of Tennessee, 1915; Instructor in Latin, Summer School of the South, 1915; Professor of Modern Languages, Lincoln Memorial University, 1915-16; present position since 1916.

**ARDA NITA MARTIN.....Physical Training and Playground Methods**

Graduate Pioneer (Ohio) High School, 1911; Student Summer School Tri-State College, 1912; Graduate Normal School of Physical Education, Battle Creek, 1915; Diploma Southern Normal College, 1915; Instructor in Normal School of Physical Education, 1914; Instructor in Southern Normal College, Hot Springs (N. C.), 1915; Women's Physical Director, Maryville College, 1915; present position since 1916.

**BESS PAINTER.....Critic Teacher, Observation School**

Graduate Johnson City High School, 1901; L. I., Peabody College



for Teachers, 1903; Student Summer School of the South, 1909; Student in Chautauqua (N. Y.) summer 1910; Teacher in Bristol Public Schools, 1904-5; Teacher in Johnson City Public Schools, 1905-15; Critic Teacher, Observation and Practice School, 1915-16; Student Teachers College, Columbia University, summer 1916; present position since 1916.

**BESSIE MACBRAIR**-----**Domestic Art**

Graduate Woodward High School, 1906; B. A., University of Cincinnati, 1910; Home Economics Diploma, University of Cincinnati, 1913; Instructor in Vacation Schools of Cincinnati, summer of 1913; Teacher of Domestic Science in San Juan High School, Porto Rico, 1914-15; Instructor in Domestic Art in Normal Department, University of Porto Rico, 1913-17; present position since 1917.

**TOMPSIE BAXTER**-----**Principal Observation and Practice School**

Graduate Johnson City High School, 1914; Student Summer School of the South, 1907; Student Teachers College, Columbia University, 1913, 1915; Student East Tennessee State Normal School, 1915-16; Normal diploma, East Tennessee State Normal School, 1916; Teacher Watauga Public School, 1904-5; Teacher Johnson City Public Schools, 1905-11; Critic Teacher, East Tennessee State Normal School, 1911-13; Principal West Side School, Johnson City, 1913-17; present position since 1917.

**MARY HARRIS COCKRILL**-----**Reading and Expression**

Graduate Hume-Fogg High School, Nashville, 1914; Certificate in Expression, Ward-Belmont College, 1915; Diploma in Expression, Ward-Belmont, 1916; Diploma in Expression, Curry School, 1917; present position since 1917.

**WILLIAM ALFRED BUICE**-----**Biology and Horticulture**

Diploma Sam Houston Normal Institute (Texas), 1908; student Baylor University, 1912-13; student University of Texas, 1913-14, 1916-17, summer terms, 1913-14-15-16; student University of Chicago, summer and fall, 1917; B. S., University of Chicago, 1918; Teacher in rural public schools, 1906-7, 1908-11; Teacher of English, Farmersville (Texas) High School, 1911-12; Principal Wylie (Texas) High School, 1914-15; Superintendent Wylie (Texas) Public Schools, 1915-16; Teacher of Biology and Agriculture, South Park High School, Beaumont (Texas), 1918. Present position since 1918.



**ANNIE LAURIE HUFF**.....**History and Civics**

B. A., Carson and Newman College, 1907; M. A., Carson and Newman College, 1917; Student Summer School of the South, 1908, 1909, 1911, 1913; Graduate student Columbia University, summer term, 1915; Teacher Newport High School, 1907-8; Principal Secondary School, Dandridge, 1908-12; Principal Parrottsville High School, 1912-13; Teacher of History, Etowah High School, 1913-14; Principal Etowah High School, 1914-16; Superintendent City Schools, Etowah, 1916-18; Instructor in History, summer term, Lincoln Memorial University, 1917; present position since 1918.

**FRANCES IONE MATHES**.....**Piano and Harmony**

Washington College, 1896-9; student Summer School of the South, 1904; Special student, Maryville College, 1906-7; College of Music, Cincinnati, 1900-1; Pupil of Frank Nelson, Knoxville, 1903-6; Certificate, Piano and Theory Department, Cincinnati Conservatory of Music, 1913; Student Cincinnati Conservatory, summers 1910, 1911, 1912, 1913; Student in Piano and Methods, Teachers College, summer 1915; Teacher of Piano, Washington College, 1901-4; Teacher of Piano in Maryville, 1905-13; present position since 1913.

**LILLIAN RHEA HUNTER**.....**Voice**

Graduate of Johnson City High School, 1907; Voice graduate of Virginia Intermont College, 1910; Certificate in Piano and Harmony, Virginia Intermont College, 1910; Pupil in voice of Mr. and Mrs. Frederic Martin, New York City, 1912-13; Assistant voice teacher to Mrs. Frederic Martin, 1913; concert singer; present position since 1916.

**WILLIAM L. PRINCE**.....**Bursar****OLIVE TAYLOR**.....**Librarian****Matron Women's Dormitory****LIZZIE S. GURLEY**.....**Manager Dining Halls****WILLIE BRIDGES**.....**Stenographer****F. W. BAUM**.....**Engineer****A. F. CLARK**.....**Janitor**


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**COMMITTEES OF THE FACULTY**

*Note—The President is ex-officio a member of each committee.*

**Entrance and Promotion:** Mathes, Burleson, Yoakley.

**Athletics:** Burleson, Martin.

**Library and School History:** Taylor, Cockrill, Huff.

**Student Organizations:** Roberts, Haworth, Sowder.

**Publications:** Yoakley, Mathes, Slocumb.

**Appointments and Employment:** Alexander, Buice, Hornsby, Cooper.

**Records and Reports:** Mathes, Alexander, Rogers.

**Supply Room:** Roberts, Buice, Huff.

**Music and Lectures:** Haworth, Schoen, Rogers.

**Students' Homes:** Rogers, Cooper, Baxter.

**Social Life:** Smith, Hornsby, Painter.

**Sanitation and Decoration:** Alexander, Slocumb, Macbrair.

**Buildings and Grounds:** Sowder, Wilson, Prince, Gurley.

**School Exhibits:** Wilson, Sowder, Slocumb, Macbrair.

## REVISED COURSES OF STUDY

### ACADEMIC COURSE—FIRST YEAR

To be completed in high school, and required for entrance to the State Normal Schools, as provided by Chapter 30, Acts of 1917.

### ACADEMIC COURSE—SECOND YEAR

#### *Prescribed—*

English II, three terms-----	12 credits
Mathematics II, three terms-----	12 credits
Agriculture I, three terms-----	9 credits
History II, one term-----	3 credits
History III, two terms-----	8 credits
Music I, two terms-----	4 credits
Drawing I, one term-----	3 credits
Prescribed Courses -----	51 credits

#### *Electives—*

Science III, one term-----	5 credits
Home Economics II, three terms-----	9 credits
Manual Training I, one term-----	3 credits
Expression I, three terms-----	6 credits
Music I, one term-----	2 credits
Drawing I, two terms-----	6 credits
Penmanship I, one term-----	1 credit
Required Electives -----	9 credits

### ACADEMIC COURSE—THIRD YEAR

#### *Prescribed—*

Education I and II, two terms-----	10 credits
Methods I, one term-----	5 credits

English III, three terms-----	9 credits
Mathematics III, three terms-----	12 credits
Science II, three terms-----	12 credits
Prescribed Courses -----	48 credits

*Electives—*

Agriculture II, three terms-----	9 credits
Agriculture II, three terms-----	9 credits
Home Economics I, three terms-----	6 credits
Manual Training II, three terms-----	6 credits
Expression I or II, two terms-----	4 credits
Physical Education I, one term-----	3 credits
Physical Education II, three terms-----	6 credits
Foreign Languages I or IV, three terms-----	12 credits
Required Electives -----	12 credits

## ACADEMIC COURSE—FOURTH YEAR

*Prescribed—*

Methods II or III, one term-----	5 credits
Methods IV, one term-----	5 credits
English IV, one term-----	4 credits
English V, one term-----	3 credits
English VI, one term-----	5 credits
Science VI, one term-----	3 credits
Mathematics IV, one term-----	3 credits
History V, two terms-----	10 credits
Science IV or V, two terms-----	10 credits
Prescribed Courses -----	48 credits

*Electives—*

Education III, one term-----	5 credits
Education IV, one term-----	5 credits
Methods II or III, one term-----	5 credits
Mathematics V, one term-----	5 credits
Science IV or V, three terms-----	15 credits
Agriculture III, three terms-----	9 credits
Agriculture IV, three terms-----	9 credits
Manual Training III, two terms-----	6 credits
Expression II or III, two terms-----	4 credits
Music II, three terms-----	6 credits
Physical Education III, two terms-----	4 credits
Foreign Languages II or V, three terms-----	9 credits
Required Electives -----	12 credits

## NORMAL COURSE—JUNIOR YEAR

*Prescribed—*

Education V, two terms.....	8 credits
Education VI, one term.....	4 credits
English V, one term.....	3 credits
English VII, two terms.....	8 credits
Science VI, one term.....	3 credits
Prescribed Courses .....	26 credits

*Electives—*

Education III, one term.....	5 credits
English VIII, three terms.....	9 credits
Mathematics VI, two terms.....	8 credits
Mathematics VII, one term.....	5 credits
Science VII, one term.....	5 credits
Science VIII or IX, two terms.....	6 credits
History VI, one term.....	5 credits
Agriculture IV, three terms.....	9 credits
Home Economics III, three terms.....	9 credits
Expression III, two terms.....	4 credits
Foreign Languages III or VI, three terms.....	9 credits
Required Electives .....	28 credits

Note—Education III may be substituted for Education VI, or may be taken as an elective.

## NORMAL COURSE—SENIOR YEAR

*Prescribed—*

Education VII, one term.....	4 credits
Education VIII, one term.....	4 credits
Education IX, one term.....	4 credits
Methods V, one term.....	5 credits
Mathematics VIII, one term.....	5 credits
Prescribed Courses .....	22 credits

*Electives—*

English IX, three terms.....	9 credits
English X, one term.....	3 credits
Mathematics IX, two terms.....	10 credits
Science X, one term.....	5 credits
Science XI, one term.....	5 credits
History VII, two terms.....	8 credits
History VIII, two terms.....	8 credits

Agriculture V, two terms-----	6 credits
Home Economics IV, three terms-----	6 credits
Home Economics VI, two terms-----	4 credits
Manual Training V, two terms-----	6 credits
Manual Training VI, one term-----	5 credits
Required Electives -----	32 credits

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Note I. Modern Languages will include French and Spanish.

Note II. Students who complete the Academic Course will be admitted to the Junior Year without conditions.

Note III. Graduates of first-class accredited high schools will be admitted to the Junior Year with conditions as follows:

General Methods-----	5 credits
Special Methods -----	5 credits
Music -----	4 credits
Drawing -----	3 credits

They may be conditioned also in American History and Government, 10 credits, and Physiology and Hygiene, 3 credits, if they have not had these subjects in their high-school course.

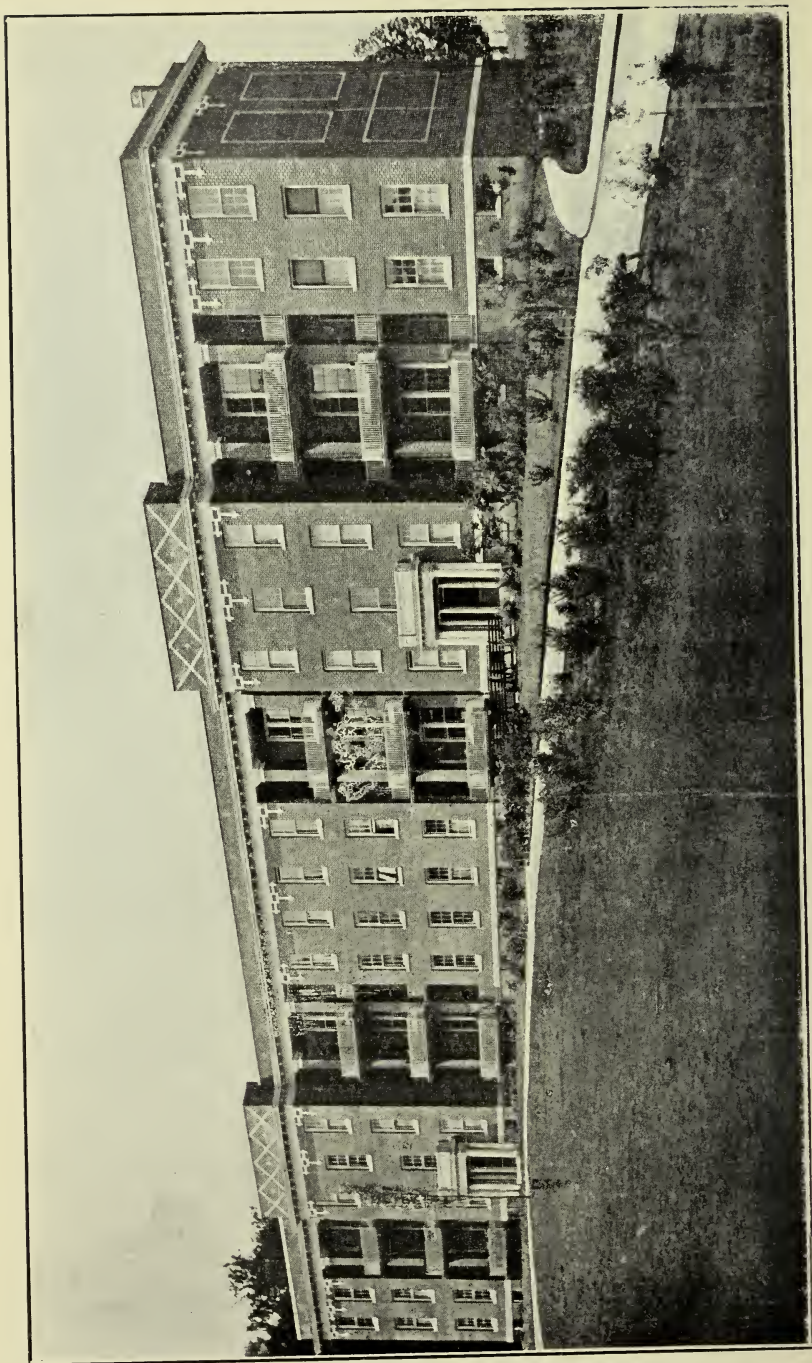
Note IV. Graduates of first-class accredited high schools who complete 120 credits in the Normal School, which must include the prescribed courses, 48 credits, the conditions named above, 17 credits, and which may include conditions in American History and Government, and Physiology and Hygiene, and not fewer than 18 credits each in two major subjects, shall be entitled to receive the Normal School Diploma.

Note V. Majors. Each student at the beginning of the Junior Year must select two major subjects to be continued in Junior and Senior Years. In each major subject at least 18 credits of Junior and Senior work must be completed; provided students who major in industrial subjects, Agriculture, Home Economics, or Manual Training, must complete not less than 40 credits in such department, not not less than 15 Junior and Senior Credits in one other subject.

If a student has had two full years of one foreign language, first- and second-year modern language will satisfy the conditions for one major, if taken in the Junior and Senior years; or, if the student has had one year in a modern language, second and third years in the same language, if taken in the Junior and Senior years, may count as a major.







WOMEN'S DORMITORY



## SUMMARY OF COURSES AND CREDITS

SUBJECTS	EDUCATION	TERMS	CREDITS
I. Elementary Psychology -----	Text, Colvin and Bagley's Human Behavior.	1	5
II. School Management -----	Text, Salisbury's School Management.	1	5
III. History of Education -----	Text, Parker's History of Modern Elementary Education.	1	5
IV. Rural Sociology -----	Text, Cubberley's Rural Life and Education.	1	5
V. General Psychology -----	Text, Angell's General Psychology, Revised.	2	8
VI. Child Study -----	Text, Terman's Hygiene of the School Child.	1	4
VII. School Administration -----	Text, Colgrove's The Teacher and the School.	1	4
VIII. School Sanitation -----	Text, Dressler's School Hygiene.	1	4
IX. Educational Psychology -----	Text, Horne's Psychological Principles of Education.	1	5

SUBJECTS	METHODS	TERMS	CREDITS
I. General Methods -----	Text, Strayer's Brief Course in the Teaching Process.	1	5
II. Primary Methods -----	Text, Haliburton's Primer; First and Second Readers.	1	5
III. Grammar School Methods -----		1	5
IV. Academic Observation and Practice Teaching -----		1	5
V. Senior Observation and Practice Teaching--		1	5
VI. Library Methods -----		1	3

SUBJECTS	ENGLISH	TERMS	CREDITS
II.	Composition and Rhetoric..... Text, Brooks' English Composition, Book II.	3	12
III.	American Literature ..... Text, Halleck's History of American Literature.	3	9
IV.	English Literature ..... Text, Halleck's (New) History of English Literature.	1	4
V.	English Grammar ..... Texts, Buehler's Modern English Grammar, Revised; Kittredge and Farley's Advanced English Grammar.	2	6
VI.	Public School Literature.....	1	5
VII.	College Rhetoric ..... Text, Slater's Freshman Rhetoric.	2	8
VIII.	Junior American Literature..... Text, Page's Chief American Poets.	3	9
IX.	Senior English Literature.....	3	9
X.	The Teaching of Literature.....	1	4

SUBJECTS	MATHEMATICS	TERMS	CREDITS
II.	Algebra ..... Text, Wentworth-Smith's School Algebra, Book II.	3	12
III.	Plane Geometry ..... Text, Wentworth-Smith's Plane Geometry (Revised).	3	12
IV.	Public School Arithmetic..... Text, Wentworth-Smith's Essentials of Advanced Arithmetic.	1	3
V.	Solid Geometry ..... Text, Wentworth-Smith's Solid Geometry (Revised).	1	5
VI.	College Algebra ..... Text, Hawkes' Higher Algebra.	2	8
VII.	Plane Trigonometry ..... Text, Wentworth-Smith's Plane Trigonometry.	1	5

VIII. Teachers' Arithmetic -----	1	5
Text, Lindquist's Modern Arithmetic Methods and Problems.		
IX. Analytical Geometry -----	2	10
Text, Wentworth's Analytical Geometry.		

SUBJECTS	SCIENCE	TERMS	CREDITS
II. Biology -----		3	12
Texts, Hunter's Civic Biology; Sharpe's Laboratory Manual.			
III. Physical Geography -----		1	5
Text, Dryer's High School Geography.			
IV. Elementary Physics -----		3	15
Text, Millikan and Gale's Physics.			
V. General Chemistry -----		3	15
Text, McPherson and Henderson's Ele- mentary Study of Chemistry.			
VI. General Geography -----		1	3
Text, Dodge's Advanced Geography.			
VII. Commercial Geography -----		1	5
Text, Smith's Commerce and Industry.			
VIII. Botany -----		2	6
Text, Coulter's Plant Life and Plant Uses.			
IX. Zoology -----		2	6
Text, Colton's Descriptive and Practical Zoology.			
X. Geology -----		1	5
Text, Blackwelder and Barrow's Elements of Geology.			
XI. Teacher's Geography -----		1	5
Text, Dodge's Teaching of Geography.			

SUBJECTS	HISTORY	TERMS	CREDITS
II. Tennessee History -----		1	3
Text, Garrett and Goodpasture's History of Tennessee.			
III. Modern European History -----		2	8
IV. Medieval and Modern History -----		2	8
Text, West's Modern History.			
V. American History and Civics -----		2	10
Text, Ashley's American History.			

VI. Civics -----	1	5
Text, Ashley's American Government.		
VII. American Constitutional History-----	2	8
Texts, Hart's Formation of the Union; Wilson's Division and Reunion.		
VIII. Economics -----	2	8
Text, Ely and Wicker's Economics.		
IX. Method in History-----	1	5
Text, Hinsdale's How to Study and Teach History.		

## AGRICULTURE

SUBJECTS	TERMS	CREDITS
I. Elementary Agriculture -----	3	9
Text, Sowder's Elementary Practice in Ag- riculture.		
II. Field Crops -----	3	9
Text, Wilson and Warburton's Field Crops; Snyder's Soils and Fertilizers.		
III. Animal Husbandry -----	3	9
Texts, Harper's Animal Husbandry for Schools; Lewis' Poultry Keeping; Van Norman's First Lessons in Dairying.		
IV. Horticulture -----	3	9
Texts, Bailey's Principles of Fruit Grow- ing; Lloyd's Productive Vegetable Grow- ing.		
V. Advanced Agronomy -----	3	9
Texts, Warren's Farm Management; Ste- venson and Schaub's Soil Physics.		

## HOME ECONOMICS

SUBJECTS	TERMS	CREDITS
I. Elementary Cooking -----	3	6
Text, Greer's Text-book of Cooking.		
II. Elementary Sewing -----	3	9
III. Advanced Cooking -----	3	9
Texts, Government Bulletins; Reference Works.		
IV. Advanced Sewing -----	3	6
Text, Baldt's Clothing for Women.		
V. Household Management -----	3	9
Text, Government Bulletins; Parloa's Home Economics.		

VI. Methods in Home Economics-----	2	4
Text, Cooley's Domestic Art in Woman's Education.		

## MANUAL TRAINING

I. Paper Industry -----	1	3
II. Elementary Woodwork -----	3	6
Text, Griffith's Essentials of Woodwork.		
III. Mechanical Drawing -----	2	6
Text, Bennett's Grammar Grade Problems in Mechanical Drawing.		
IV. Advanced Woodwork -----	3	9
Text, King's Elements of Woodwork and Construction.		
V. Farm Mechanics -----	3	9
Text, Brace and Mayne's Farm Shop Work.		
VI. Methods in Manual Training-----	1	3
VII. Vocational Drawing -----	2	6

## EXPRESSION

SUBJECTS	TERMS	CREDITS
I. Reading -----	2	4
Text, Curry's Foundations in Vocal Expression.		
II. Public Speaking -----	3	6
Text, Brewer's Oral English.		
III. Vocal Expression -----	2	4
Text, Curry's Lessons in Vocal Expression.		

## MUSIC

SUBJECTS	TERMS	CREDITS
I. First Year Music-----	3	6
Text, Schoen's Sight Reading Material		
II. Second Year Music-----	3	6
Texts, Heacox's First Lessons in Harmony ; Tapper's Musical Form and Analysis ; Hamilton's Outlines of Music History.		

## DRAWING

SUBJECTS	TERMS	CREDITS
I. Drawing -----	3	9

## FOREIGN LANGUAGES

SUBJECTS	TERMS	CREDITS
I. First Year French-----	3	12
Text, Maloubier and Moore's First Book in French.		

II. Second Year French-----	3	9
Selected Texts.		
III. Third Year French-----	3	9
Selected Texts.		
IV. First Year Spanish -----	3	12
Text, Olmsted and Gordon's Abridged Spanish Grammar.		
V. Second Year Spanish -----	3	9
Selected Texts.		
VI. Third Year Spanish -----	3	9
Selected Texts.		

PHYSICAL EDUCATION			
SUBJECTS		TERMS	CREDITS
I. Physiology and Hygiene-----		1	3
II. Physical Training -----		3	6
III. Playground Methods -----		2	4
Text, Curtis' Education Through Play.			

BOOKKEEPING			
SUBJECTS		TERMS	CREDITS
I. Bookkeeping -----		1	3
Text, Bexell and Nichols' Principles of Bookkeeping and Farm Accounts.			

PENMANSHIP			
I. Penmanship -----		1	1

## DESCRIPTION OF COURSES

### DEPARTMENT OF EDUCATION

PROFESSOR ALEXANDER

PROFESSOR HAWORTH

**I. Elementary Psychology.** Text, Colvin and Bagley's Human Behavior. Five Credits.

The aim of this course is to acquaint the student with the most important facts and fundamental laws of human behavior. Topics: consciousness, the nervous system, instinct, habit, attention, sensation, perception, imagination, memory, association, reasoning, feeling

and emotion. Practical application to school-room practice will be made.

**II. School Management.** Text, Salisbury's School Management. Five credits. This course includes a study of the fundamental problems of school management. Among the topics studied are the teacher, the government of the school, the relation of the school to the community, school buildings and grounds, and the relation of the teacher to the parents and the community.

**III. History of Education.** Text, Parker's History of Modern Elementary Education. Five credits.

This course is a concise presentation of the most important movements in modern educational history, together with a careful study of racial educational systems and the theories of great educators.

**IV. Rural Sociology.** Text, Cubberley's Rural Life and Education. Five credits.

Subjects discussed: the new outlook for rural life; old and new rural-life conditions; rural vocational training; the teacher and the community; the organization of a rural school; the problems of consolidation; the rural school as a social center; supervision of rural schools; problems of the one-room school; rural-school hygiene; the rural school and farming. Readings: Betts and Hall's Better Rural Schools; Carney's Country Life and the Country School; Foght's The Rural Schools of Denmark; Bulletins of the U. S. Bureau of Education, the Russell Sage Foundation, and various State reports on rural problems.

**V. General Psychology.** Text, Angell's General Psychology. Eight credits. This course emphasizes the genetic and functional phases of mind development. Students of education find this study especially useful, as it deals with mental activity rather than with mental structure.

(a) During the first term a study of the following subjects is made: The problems and methods of psychology, the psychophysical organism, the nervous system and the mind, the laws of association and attention, and the functioning of the mind in sensation, perception, memory, imagination, judgment, and reasoning.

(b) During the second term the following topics are considered: Feeling and the principles of affective consciousness, reflex action and instinct, the theory of emotion, the elementary features



of volition, and the relation of volition to effort, character-forming, and willed action.

**VI. Child Study.** Text, Terman's *The Hygiene of the School Child*. Four credits.

It is the purpose of this course to study the fundamental facts of the child's physical development and to acquaint the teacher with some of the principles of child hygiene. Topics considered include: The physical basis of education, the laws of growth, differences between children and adults, tuberculosis and the school, the teeth of school children, the hygiene of the nose and throat, the nervous child, some evil effects of school life, etc.

**VII. School Administration.** Text, Colgrove's *The Teacher and the School*. Four credits.

The chief aim of the course is to enable the teacher to organize and manage the school properly and successfully. Subjects discussed are the qualifications of a teacher; professional training; nature and aim of the school; school organization; the school as a social center; school discipline; classification of pupils; daily programs; the teacher's relations to parents; the teaching process in general terms; the laws of teaching.

**VIII. School Sanitation.** Text, Dressler's *School Hygiene*. Four credits. Topics discussed are the planning of school buildings; heating, lighting, and ventilation of buildings; the improvement of school grounds; the decoration of rooms; the detection of physical defects in children; the testing of eyesight and hearing; the nature of contagious diseases; cleanliness and neatness of person.

**IX. Educational Psychology.** Text, Horne's *Psychological Principles of Education*. Five credits.

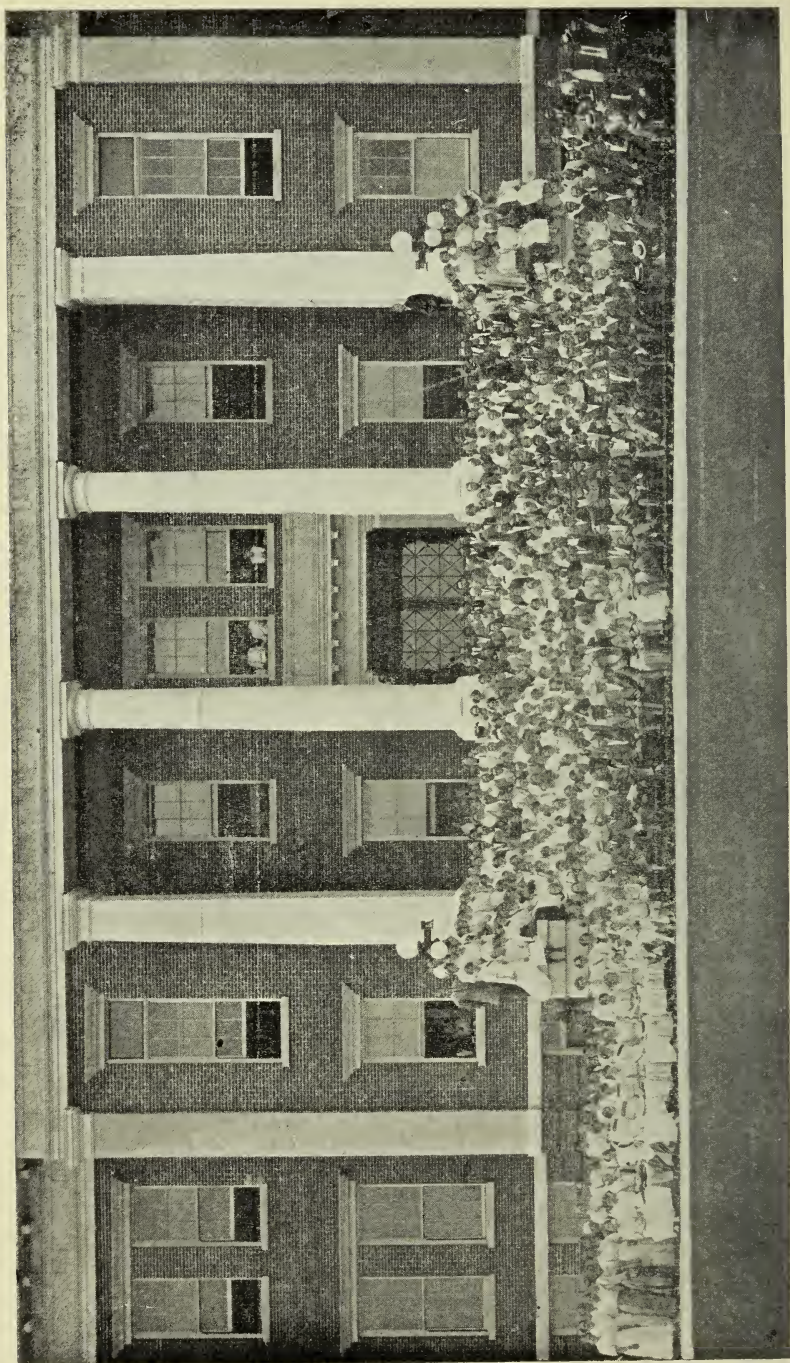
Subjects discussed are the problems of education; educating the mind to perceive; use of the apperceptive process; the place of memory in teaching; developing the imagination; training the reasoning powers; the use of the instincts in education; the place of imitation and suggestion in teaching; and the value of habit-forming.

## DEPARTMENT OF METHODS

MISS BAXTER  
MISS COOPER  
MISS PAINTER  
MISS TAYLOR

**I. General Methods.** Text, Strayer's *Brief Course in the Teaching Process*. Five credits. This course will afford a study of the





GROUP OF STUDENTS

principles controlling skillful teaching. A careful study is made of the aims, the controlling factors, and the general types of teaching involved in the educative process. Prerequisite, Elementary Psychology, or equivalent.

**II. Primary Methods.** Text, Haliburton's Primer, First and Second Readers. Five credits. This course will deal with subject-matter and methods in the following special subjects as taught in the first, second, and third grades: reading, phonics, spelling, penmanship, language, number work, and seat work. Prerequisites, Elementary Psychology, or equivalent, and General Methods.

**III. Grammar School Methods.** Five credits. This course will afford a study of subject-matter and methods in the following subjects: spelling, penmanship, language, reading, geography, history, and arithmetic. Prerequisites, Elementary Psychology, or equivalent, and General Methods.

**IV. Academic Observation and Practice Teaching.** Five credits. Assigned work in observation and practice teaching is to be done in either primary or grammar grades, under the supervision of the critic teachers. Prerequisites, Elementary Psychology, or equivalent, General Methods, and either Grammar School or Primary Methods.

**V. Senior Observation and Practice Teaching.** Five credits. This course is open only to those who are applicants for the Normal School diploma. Those who have taken the Academic certificate and those who register for the Normal School diploma will be required to take this course. Prerequisites, Elementary Psychology, or equivalent, General Methods, and either Grammar School or Primary Methods.

**VI. Library Methods.** Two credits. Study of state school-library laws and state list of books for school libraries. Organization and care of school libraries, including practical methods in classifying, accessioning, shelf-listing, cataloguing, and systems for loaning books. The Dewey Decimal Classification is used. Study of reference books, government publications, bibliographies, and periodicals.

## DEPARTMENT OF ENGLISH

DEAN MATHES  
PROFESSOR BURLESON

**II. Composition and Rhetoric.** Texts, Brooks' English Composition, Book II, and a weekly or monthly magazine. Twelve credits.



(a) Pages 1-131 in the text-book are covered. At least one theme a week is required, in addition to occasional paragraph assignments. The class meets once a week as a literary club, rendering a prepared program usually based upon current topics selected from the magazine studied.

(b) The text-book work covers pages 131-198. The composition and club exercises are continued. The oral drill at the weekly club meetings is devoted chiefly to expository topics, the club thus serving as a laboratory for the text-book work.

(c) The text-book is completed. Argumentation is given chief emphasis both in recitation and in practice exercises. The club programs frequently consist of debates. One or two public programs are arranged. The making of briefs is given much attention.

**III. American Literature.** Text, Halleck's History of American Literature. Nine credits.

(a) An historical survey. Monthly reports on parallel reading.

(b) A continuation of Course (a).

(c) A study of American classics.

**IV. English Literature.** Text, Pace's Readings in English Literature. Four credits.

An historical survey. Monthly reports on parallel reading.

**V. English Grammar.** Text, Kittredge and Farley's Advanced English Grammar. Three credits. An intensive course in the subject matter of grammar from a practical standpoint. The relation of technical grammar to the pupil's speech habits is given constant attention.

**VI. Public School Literature.** Five credits. It is intended as an aid in solving the problem of literature in the elementary school, especially the rural school. Appropriate selections will be studied, while story telling, the method of teaching grade literature and plans for organizing and conducting school libraries, and for promoting good reading, will be discussed. A term paper based on the study and reading will be required at the end of the term.

**VII. College Rhetoric.** Text, Slater's Freshman Rhetoric. Eight credits.

(a) In connection with the study of the text-book, weekly themes are required. Mechanical accuracy and neatness are rigidly insisted upon, and the higher rhetorical qualities of composition are

studied. A weekly club session is held, when public speaking on practical topics is made a part of the course.

(b) A continuation of Course (a). The topics chosen for oral discussion are selected with a view to their value for the prospective teacher in educational meetings, institutes, rallies, and similar occasions.

**VIII. Junior American Literature.** Text, Page's Chief American Poets. Nine credits. A study in prose and poetry.

(a) Bryant, Emerson, Longfellow. Term paper on Longfellow.

(b) Whittier, Lowell, Holmes, Hawthorne. Term paper on Lowell or Hawthorne.

(c) Poe, Whitman, Lanier, closing with a study of some of the Psalms. Term paper on Poe or Lanier.

**IX. Senior English Literature.** Nine credits. A study in prose and poetry.

(a) A comparative study of Shakespeare and Marlowe. Three plays will be studied and six read as parallel. A term paper based on the reading and study.

(b) A course in the literature of the war, both prose and poetry. The class study will be supplemented by readings. A term paper based on the reading and study.

(c) A study of the literature of the Bible supplemented with readings.

**X. The Teaching of Literature.** Four credits. This is a course in the selection and classification of literature suited to the grades, in story telling, and in the methods and practice of teaching both prose and poetry. A term paper based on the study and reading is required.

## DEPARTMENT OF MATHEMATICS

PROFESSOR ROGERS

**II. Algebra.** Text, Wentworth-Smith's School Algebra, Book II. Twelve credits.

(a) This course begins with simultaneous equations, and in addition covers the subjects of graphs, involution, evolution, and theory of exponents.

(b) The subjects of radicals, quadratics, and properties of quadratics are considered.

(c) The work of this term is devoted to ratio and proportion.

variation, progressions, binominal theorem, and logarithms.

**III. Plane Geometry.** Text, Wentworth-Smith's Plane Geometry (Revised). Twelve credits.

(a) Book I is completed during the first term. Clear thinking and logical reasoning are emphasized, with rigid and formal demonstrations as secondary considerations.

(b) Books II and III are considered during the second term. Greater rigidity of proof is insisted upon during this and the following term.

(c) The subject of plane geometry is completed during the third term. Throughout the year original work is emphasized for the purpose of applying the fundamental principles of geometry.

**IV. Arithmetic.** Text, Wentworth-Smith's Essentials of Advanced Arithmetic. Three credits.

This course includes all the principal topics of arithmetic. The chief emphasis is placed upon the content side. The presentation and treatment are in keeping with the most approved methods in modern arithmetic.

**V. Solid Geometry.** Text, Wentworth-Smith's Solid Geometry. Five credits.

This course emphasizes the practical side of the subject and correlates with industrial courses and everyday life.

**VI. College Algebra.** Text, Hawkes' Higher Algebra. Eight credits.

(a) This course is offered for students who desire a more thorough treatment of the subject than that afforded in elementary algebra. The topics of factoring, fractions, simple and quadratic equations are included.

(b) The emphasis is placed upon theory of equations as the theory applies to equations of higher degree than the second. Throughout the course in College Algebra the graphical method is employed as an aid in development and interpretation.

**VII. Plane Trigonometry.** Text, Wentworth-Smith's Plane Trigonometry. Five credits.

Practice is given in the use of logarithmic tables, development of the trigonometric functions, and application of the theory to the solution of plane triangles.



**VIII. Teachers' Arithmetic.** Text, Lindquist's *Modern Arithmetic Methods and Problems*. Five credits.

This is a course in arithmetic, treated from the standpoint of the teacher. Special attention is given to methods of teaching the subject and to modern psychological experiments in the field of arithmetic. References to material in the library will be made from time to time.

**IX. Analytical Geometry.** Text, Wentworth's *Analytical Geometry*. Ten credits.

(a) A study of geometry by means of algebra is afforded by this course. It includes linear equations and their loci.

(b) This is a continuation of Course (a), including a study of the circle, parabola, ellipse, and hyperbola.

## DEPARTMENT OF SCIENCE

PROFESSOR BUICE

MISS SMITH

MISS YOAKLEY

**II. Biology.** Text, Hunter's *Civic Biology*; Sharpe's *Laboratory Manual*. Twelve credits.

(a) Zoology. The introduction to this course is intended to give the pupil a clear idea of the relations of plants to animals. The course consists of a brief study of protozoans, and a more extended study of metozoans. A few types that are especially adapted to teach anatomy and relation to environment and physiological activities are carefully studied.

(b) Physiology. In this course the study of the gross anatomy of the body is taken up. Considerable time is given to the study of blood, food, dietaries, and sanitary living.

(c) Botany. This course is designed to meet the needs of those taking a very elementary course in botany. It consists of a brief study of the structure and functions of seeds, roots, stems, leaves, flowers, and fruits.

**III. Physical Geography.** Text, Dryer's *High School Geography*. Five credits.

This course is intended to give the student a knowledge of the world as the home of man. Physiographic features and processes will be studied, illustrated with the lantern where these may not be observed in the field. The soil-making minerals will be studied in

the laboratory and the students taught to use topographic and weather maps.

**IV. Elementary Physics.** Text, Millikan and Gale's Physics. Fifteen credits.

A course in the elements of physics, designed to give the student a comprehensive view of the more important facts and laws. The importance of social applications of physical science in modern life is emphasized.

(a) The work of the first term includes mechanics, molecular physics, and heat. Instruction is given by lectures, demonstrations, recitations, and individual laboratory work.

(b) The work of the second term includes the study of electricity, sound, and light; it is similar in character to that previously outlined.

(c) A course offered to supplement courses (a) and (b) with special reference to recent developments and discoveries.

**V. General Chemistry.** Text, McPherson and Henderson's Elementary Study of Chemistry. Fifteen credits.

(a) This course consists of individual laboratory work, lectures, demonstrations, and quizzes. It includes theoretical chemistry, a study of the atmosphere, solutions, and elements up to the carbon family.

(b) This is a continuation of Course (a), beginning with carbon, and continuing a study of the remaining elements. Emphasis is laid upon the practical applications of the chemistry of commerce, plants, and soils.

(c) This course consists of two months of work in qualitative analysis and one month devoted to the study of some organic chemistry such as the examination of milk, baking powders, flour, sugar, etc.

**VI. General Geography.** Text, Dodge's Advanced Geography. Three credits.

A course intended to give knowledge of such facts and principles as are necessary to the teaching of geography in the elementary schools. An intensive study of the continent of North America will be made, applying these principles to life distribution. This work is prerequisite to all following courses in geography.

**VII.—Commercial Geography.** Text, Smith's Commerce and Industry. Five credits.

Prerequisite, Elements of Geography. A study of our resources

and natural distribution of the same; the development and concentration of industries as influenced by geographic factors; methods of transportation, including a consideration of trade routes.

**VIII. Botany.** Text, Coulter's Plant Life and Plant Uses. Six credits.

This course presupposes at least one year's work in general botany or biology, together with a knowledge of the use of the compound microscope. There are three divisions of the course, and each may be taken up independently of the others. Division (*a*), morphology and evolution of plants, based upon relation by descent. Division (*b*), ecology and economic botany. Division (*c*), structure and functions of seed plants.

**IX. Zoology.** Text Colton's Descriptive and Practical Zoology. Six credits.

(*a*) The large groups of animals to amphibians are studied in this course. As an introduction to each group a careful study is made of a typical representative.

(*b*) This consists of a study of amphibians, reptiles, birds, and mammals. Dissecting and laboratory work are required.

**X. Geology.** Text, Blackwelder and Barrow's Elements of Geology. Five credits.

A consideration of the physical changes of the earth's surface occasioned by the action of the atmosphere, streams, glaciers, lakes, and oceans. A brief treatment of the history, origin, and development of the earth; the commoner rocks and minerals.

**XI. Teachers' Geography.** Text, Dodge's Teaching of Geography. Five credits.

This course embraces a consideration of the historical development of the subject; methods of presentation of geographic topics; the use of maps, globes, and other illustrative material; the preparation of maps; the observation and discussion of model lessons.

## DEPARTMENT OF HISTORY

MISS HUFF  
PROFESSOR ALEXANDER  
PROFESSOR ROBERTS

**II. Tennessee History.** Text, Garrett and Goodpasture's History of Tennessee. Three credits. The aim of the course is to study and organize the events of Tennessee history so as to understand how Tennessee through successive stages became what she is.

**III. Modern European History.** Eight credits.

**IV. Medieval and Modern History.** Text, West's Modern History. Eight credits. Open only to Juniors and Seniors.

(a) This course is a study of European history from Charlemagne to the French Revolution. It includes Feudalism, the Crusades, the Renaissance, the Reformation, and the Colonial Expansion.

(b) This course is designed to trace the continuity in the political, religious, intellectual, economic, and social development of the modern European nations in order to have a better understanding of Europe of today.

**V. American History and Civics.** Text, Ashley's American History. Ten credits.

(a) This course begins with the study of the thirteen original colonies and traces the formation and development of the American Federal Union to the presidential election of 1824.

(b) This course continues the study of the development of the American Union from the election of 1824 to the present time. It is concerned with the events that precede the division of the States and those that have brought about the wonderful expansion of today.

A further aim of this course is the study of the nature and functions of the federal, state, and local governments. Especial attention will be given to the institutions and activities which center in and serve the community life.

**VI. Civics.** Text, Ashley's American Government. Five credits.

This course offers opportunity to study the origin, nature, and operations of the local, state, and federal governments.

**VII. American Constitutional History.** Texts, Hart's Formation of the Union, and Wilson's Division and Reunion. Eight credits.

(a) This course begins with a consideration of the colonial charters, and follows the successive steps in the political and constitutional development of the Union to the administration of President Jackson.

(b) The aim of this course is to study the events and movements that culminated in the Civil War and those which have resulted in the restoration and development of the United States.

**VIII. Economics.** Text, Ely and Wicker's Economics. Eight credits.

(a) This course is a study of economic science. It includes a

brief sketch of economic history, consumption, and production.

(b) This course continues the study of the elementary principles. It embraces monopolies, distribution, and finance.

**IX. Method in History.** Text, Hinsdale's *How to Study and Teach History*. Five credits.

This course is intended to offer opportunity to teachers to study the nature of history, its educational value, and the method of teaching it in the public schools.

## DEPARTMENT OF AGRICULTURE

PROFESSOR SOWDER

PROFESSOR BUICE

Throughout the United States there is a growing demand for the teaching of agriculture in the elementary schools. Investigation at the experiment stations has made many valuable contributions to modern farm practice. No greater agency for its dissemination exists than the public school. For this great work trained teachers are very much needed. To fit persons to instruct both in the science and in the art of agriculture is the sole purpose of this department.

The department is now equipped with a farm of one hundred and twenty acres, including the campus. A combination dairy and feed barn of modern design and equipment has been erected. The school plats embrace an area of two acres. In this outdoor laboratory all students in the department are required to perform their allotted work. An orchard and vineyard, comprising about four acres, have recently been added.

**I. Elementary Agriculture.** Text, Sowder's *Elementary Practice in Agriculture*. Nine credits.

(a) Practice is given in Field Crops, Soil Management, Animal Husbandry, and Fall Gardening in seasonal sequence. Especial attention is given to home projects. One recitation and two practice periods. Notes required.

(b) Feeds and Feedings, Plant Propagation, Pruning and Spraying, and Seed Testing are among the topics studied in the Winter Term. Practice and reports as above.

(c) Each student manages a plot project where the leading operations on the farm are practiced. Planting crops, poultry raising, and gardening are leading topics this term. Practice and reports as above.

**II. Field Crops.** Texts, Wilson and Warburton's Field Crops; Snyder's Soils and Fertilizers. Nine credits.

(a) Cereals. Systematic study of crops both in laboratory and in the field is required. Stress is placed on simple methods of teaching the subject in public schools. The following crops are studied: corn, wheat, oats, barley, rye, flax, roots, sugar plants, and cotton.

(b) Soils. The principles of soil fertility are studied in this term. Laboratory practice is required.

(c) Forage Crops. Making of a meadow, hay and hay-making, pastures, grasses, clovers, alfalfa, legumes, root crops, crop rotation, and weeds.

**III. Animal Husbandry.** Texts, Van Norman's First Lessons in Dairying; Harper's Animal Husbandry for Schools.

(a) Horses and Dairy Cattle. The principles of judging, feeding, breeding, care and management of horses, also the same topics for dairy cattle, are studied the first term. Practice twice a week.

(b) Beef Cattle, Sheep, Swine. During the second term the principles of breeding, feeding, care and management, diseases, housing, and judging of these animals are considered. Practice twice a week.

(c) Farm Poultry. Text, Lewis' Poultry Keeping. This is a practical course including breeds, feeding, poultry-house construction, fixtures, and care and management of poultry and eggs. Ways and means of applying this subject to school and home are also given.

**IV. Horticulture.** Texts, Bailey's Principles of Fruit Growing; Lloyd's Productive Vegetable Growing. Nine credits.

(a) Fruit Growing. The home orchard, location, planting, tillage, fertilizers, pruning, protection, propagation, and renovation of old orchards are the leading topics. Practice twice a week.

(b) Fruit Growing, continued. Insect pests, injuries, diseases, small fruits, spraying, harvesting, and marketing fruit are the main topics. Practice twice a week.

(c) This course deals with the home gardens of school children. It includes such topics as soils and fertilizers, cold frames, transplanting, succession, cropping, canning, and marketing. Demonstration and practice.

**V. Advanced Agronomy.** Texts, Warren's Farm Management; Stevenson and Schaub's Soil Physics; Laboratory Guide.

(a) Methods of Farming. Attention is given to types of farm-



ing, diversification, intensive and extensive farming, maintaining fertility, size of farms. Practice once a week in soil physics and once a week in farm management.

(b) **Business Management.** This includes capital, labor, equipment, buildings, marketing, records, and accounts. Special students assist in the management of the Smith-Lever demonstrations. Practice once a week in soil physics and once a week in farm management.

## DEPARTMENT OF HOME ECONOMICS

MISS HORNSBY  
MISS MACBRAIR

**I. Elementary Cooking.** Greer's Text-book of Cooking. Six credits. Fee for supplies furnished, one dollar a term.

(a) and (b) The purpose of this course is to develop skill in the technique of cookery by means of a systematic introduction to the principles and processes and the food materials involved.

(c) Continued study of foods that are most extensively used in the dietary, and of some of the changes taking place during their preparation for the table and affecting their digestibility and nutritive value. In both courses marked emphasis is placed on systematic care of the kitchen.

**I (continued).** During the Fall and Winter Terms, Home Economics I will be continued for the benefit of those who have had courses (a) and (b), but who do not meet all the requirements for Home Economics III (a).

**II. Elementary Sewing.** Nine credits. Fee for materials furnished, fifty cents a term.

(a) The study of plain and fancy stitches and their application in the making of a sewing apron, sewing bag, towel, pillow-cases, one-piece suit of underwear, sheer waist, etc. Especial stress is placed on the selection of design and materials appropriate for each article, and on textile study.

(b) The making of two pieces of a suit of underwear, and a kimono. This course includes a continuation of the application of plain and fancy stitches, the study of the use and care of the machine, study of materials, and designs appropriate for use with each article, and the principles of pattern drafting for each.

(c) Making of a simple dress, completion of suit of underwear, study of requisites of good dressmaking in the use of dress form.

**II (continued).** Four credits.

During the Fall and Winter Terms Home Economics II will be



continued for those who have completed Courses (a) and (b), but do not fulfill the requirements for Home Economics IV.

**III. Advanced Cooking.** Nine credits. Fee for supplies furnished, one dollar a term. Texts, Food Conservation for Colleges; Government Bulletins; Reference works.

(a) This course includes canning, preserving, and drying of foods. Special stress will be laid on economic aspects and attractiveness of the products. A study of dietetics, to present the fundamental principles of human nutrition and to apply these principles to the feeding of individuals, families and larger groups under varying physiological, economic, and social conditions.

(b) A study in the new cookery for the War and after. To acquaint the student with the most palatable recipes based on the emergency demand for a wider use of available food materials and a greater variety of seasonings and flavorings.

(c) The purpose of this course is to give opportunity for practice in home cookery. It will include the study, planning, cooking, and serving of breakfasts, luncheons, and dinners; and various methods of preparation and garnishing.

**IV. Advanced Sewing.** Text, Baldt's Clothing for Women. Six credits. Fee for materials used, fifty cents a term. Open only to students who have had Home Economics II or its equivalent. Planned with especial provision for work of interest to teachers of sewing.

(a) The practical side of the course includes the making of the tailored waist—each step being carefully presented and marked out for use of teachers—paper-waist modeling, drafting of waists, and the making of a school dress.

(b) Skirt drafting, paper modeling, and seam finishes; requisites of a well-made skirt and application to a skirt.

(c) Dressmaking and repairing, textiles and costume designs.

**V. Household Management.** Nine credits. Text, Butler's Household Physics.

(a) A course dealing with the plumbing, lighting, and heating of the home, and a study of simple principles of physics that enter into the daily household life, and the application of these principles.

(b) A study of water supply, house sanitation, and house planning.

(c) A course dealing with house furnishing, service, economy, and budgets.

**VI. Methods in Home Economics.** Four credits.

(a) **Methods in Teaching Cooking.** This course is offered only during Fall and Spring Terms. Prerequisite, Education I, Methods I, Home Economics I. Prerequisite or parallel, Home Economics III.

Each applicant for the certificate will be required to teach from ten to twenty hours in Domestic Science.

(b) **Methods in Teaching Sewing.** Text, Cooley's Domestic Art in Woman's Education. Study and practice of methods of teaching Domestic Art in the public schools. Each applicant for the certificate will be required to teach from ten to twenty lessons in Domestic Art.

This course is offered in the Winter and Summer Terms only. Prerequisites, same as for Course (a). Prerequisite or parallel, Home Economics IV.

## DEPARTMENT OF MANUAL TRAINING

PROFESSOR WILSON

**I. The Paper Industry.** Three credits. A special course in handwork for teachers of fifth, sixth, and seventh grade pupils. This course will show the possibilities of introducing a real industry into the schoolroom, at a minimum expense for apparatus and material, and, at the same time, of making a product that has actual commercial value. A simple system of bookkeeping necessary to the industry is a part of the course. The scope of the work is as follows: The hand process of making paper, envelopes, portfolios, boxes, cases, tablets, composition books, pamphlet covers, loose-leaf covers, and school booklets, bookbinding and mending. A fee of fifty cents a term is charged for materials. This entitles the student to a sample of each project made.

**II. Elementary Woodwork.** Text, Griffith's Essentials of Woodwork. Six credits. This course includes: (1) The historical evolution, classification, and proper use and care of the more commonly used woodworking tools; (2) a collection and study of the structure and use of native woods; (3) the reading and making of simple working drawings; (4) the making out of bills of materials; (5) the estimating of cost; (6) the construction of simple projects involving the use of tools and woods studied.

All students of this course who are applicants for the special certificate in Manual Training will be required to take the course in Mechanical Drawing.

**III. Mechanical Drawing.** Texts, Bennett's Grammar Grade

problems in Mechanical Drawing; Crawshaw and Phillips' Mechanical Drawing for Secondary Schools. Six credits.

(a) Freehand sketching from models, lettering, the making and reading of simple working drawings, tracings, and blueprints. Students will supply themselves with drafting scale, lining pen, pencil compass, number 2 and 4 lead pencils, soft eraser, and india ink. Drawing boards, T-squares, and triangles will be supplied.

(b) A continuation of course (a) with more complicated problems. The theory of simple perspective, cabinet projection, and orthographic projection will be given and applied to the problems of this term.

**IV. Advanced Woodwork.** Text, King's Elements of Woodwork and Construction. Nine credits. Four hours bench work, one hour recitation. This course deals with the more complex tools and processes of joinery. The constructive work is made the basis of the theory, design, working drawing, and mathematics. This course covers: (1) the making of working sketches from models; (2) lettering; (3) working drawings; (4) tracings; (5) blue-prints; (6) construction of projects involving the use of the common joints; (7) tool sharpening; (8) wood finishing. The following supplies will be required: (1) a loose-leaf note-book; (2) a twelve-inch draftsman's scale; (3) a pencil compass; (4) a hard and a soft pencil; (5) a block of art gum; (6) a lining pen; (7) a bottle of drawing ink.

(a) The projects of this term involve the use of mortise and tenon construction and finishes of oil stains, shellac, and wax. Students will study the standard woodworking machines used and will learn to care for them and to use them with skill.

(b) A continuation of the work of the first term, with stress upon the best forms of drawer construction and finishing stains. The projects will be largely of school apparatus.

(c) Projects will involve the use of glued stock and joints, with finishes of spirit stains, fillers, and varnishes.

Note—Students may elect the course in Turning as a part of courses (a), (b), or (c).

**V. Farm Mechanics.** Text, Brace and Mayne's Farm Shop Work. Nine credits. This course deals with the same technique in the use of wood-working tools as described in courses II and III, but the problems will be only such as are found on the farm.

Problems: home conveniences and furniture, such as fireless cooker, iceless refrigerator, screen, porch swing, table, chest.

**VI. Methods in Manual Training.** Five credits. This course includes the history of manual training, special methods and practice teaching, with care of room and tools.

**VII. Vocational Drawing.** Six credits. An advanced course in sheet metal, machine, furniture, or architecture. Manual Training III a prerequisite. Text and drawing outfit required.

## DEPARTMENT OF DRAWING

MISS SLOCUMB

### **I. Drawing.** Nine credits.

(a) This course deals with the fundamental principles of art-structure: first, as to line spacing, proportion, arrangement; second, as to dark and light; and third, as to color. Discussions as to the value of teaching art, and its relation to everyday life.

(b) Household Decoration. The principles of the former course are applied to the house. The house, rooms, floors, and floor-coverings, walls and their coverings, furniture, and the choosing, framing, and hanging of pictures are considered. Pupils are led to see that good taste is not so much a question of money as of cultivated appreciation and good judgment. Prerequisite, Course (a).

(c) Public School Drawing. Theory and practice of teaching art. Methods of art teaching. Lesson cards, and working out of representative problems suitable for each grade. Materials used in grade work. Prerequisite, Course (a).

## DEPARTMENT OF EXPRESSION

MISS COCKRILL

**I. Reading.** Four credits. Text, Curry's Foundations in Vocal Expression. A course for beginners. Impression precedes expression. Students are taught to read intelligently. They are taught to bring out the thought according to the principles of nature.

**II. Public Speaking.** Four credits. Text, Brewer's Oral English. Speaking is the normal, spontaneous manifestation of the language instinct. A course to teach the students to think on their feet, to stand correctly, and to speak naturally and distinctly before an audience.

**III. Vocal Expression.** Four credits. Text, Curry's Lessons in Vocal Expression. This is an advanced course in reading. Principles of voice culture are presented, poems are studied, and exercises in story-telling are given.

**DEPARTMENT OF PUBLIC SCHOOL MUSIC**

PROFESSOR SCHOEN

**I. First Year Music.** Six credits.

(a) Rudiments of Music and Sight Singing. Text, Schoen's Sight Reading Material.

The course consists of the study of the primary elements of music, their combination into forms, and their notation; ear training, dictation, and practice in sight singing.

(b) The Teaching of School Music. Texts, Progressive Music Series, Teacher's Manual; McConathy's School Song Book.

The course deals with the aims, the materials, and the methods of teaching music in the grades.

(c) The Appreciation of Music. No text. The elements of musical enjoyment, and how to listen intelligently to music. The course consists of lectures, readings, and illustrations, vocal and instrumental, of the great masterpieces of musical literature.

**II. Second Year Music.** Six credits.

(a) Elementary Harmony. Text, Heacox's First Lessons in Harmony.

(b) Musical Form and Analysis. Text, Tapper's Musical Form and Analysis.

(c) History of Music. Text, Hamilton's Outlines of Music History.

**DEPARTMENT OF MODERN LANGUAGES**

PROFESSOR ROBERTS

**I. First Year French.** Text, Maloubier and Moore's First Book in French. Twelve credits.

(a) A study of the essentials of grammar requisite for simple conversation. Phonetics. Practice in pronunciation.

(b) Continuation of grammar. Oral exercises in syntax.

(c) Irregular verbs. Translation of Guerber's Contes et Legendes (II<sup>me</sup> Partie).

**II. Second Year French.** Nine credits.

(a) A study of the French short story. Texts, Maupassant's Huit Contes Choisis; Lemartre, Contes.

(b) Continuation of study of short story. Text, Balzac's Scenes de la Comedie Humaine. A review of grammar.

(c) Study of the French novel. Translation of Merimee's Colomba and Dumas' Les Trois Mousquetaires.

**III. Third Year French.** Nine credits.

(a) Continuation of the study of the novel. Texts, Hugo's *Quatrevingt-treize*; Zola's *La Débâcle*.

(b) The French Lyric. Hennings' *French Lyrics of the Nineteenth Century*.

(c) The Study of French Drama. Translation of Corneille's *Le Cid* and Hugo's *Hernani*. Themes in French.

**IV. First Year Spanish.** Text, Olmsted and Gordon's *Abridged Spanish Grammar*. Twelve credits.

(a) Careful study of pronunciation. Essentials of grammar needed in simple conversation.

(b) Continuation of grammar. Particular stress upon oral translation. Dictation exercises.

(c) Radical changing and irregular verbs studied in detail. Reading of simple texts is begun.

**V. Second Year Spanish.** Nine credits.

(a) Spanish Short Stories. Texts, *Cuentos Castellanos*; *Cuentos Modernos*.

(b) Continuation of reading. Hill's *Spanish Short Stories*. Frequent exercises in conversation.

(c) Commercial Spanish. Conversation and letter-writing. Readings from the *Bulletins of the Pan-American Union*.

**VI. Third Year Spanish.** Nine credits.

(a) Lectures on Spanish history and civilization. Reports and themes in Spanish. Review of grammar with stress upon the history of the language.

(b) Reading of Classics. Calderon's *La Vida es Sueno*. Selections from Cervantes' *Don Quixote*.

(c) A short study of Vulgar Latin. Comparison of Spanish with French and Italian. Reading of modern novels by such writers as Galdos and Valera.

**DEPARTMENT OF PHYSICAL EDUCATION**

MISS MARTIN

**I. Physiology and Hygiene.** Three credits.

This course deals with the general principles of physiology and hygiene. The pernicious effects of stimulants and narcotics are discussed in relation to mental and bodily development, as well as the relation of fresh air and sunshine, sleep and rest, exercise and digestion, to the constructive forces of brain and body.



**II. Physical Training.** Six credits.

(a) **Gymnastics.** The purpose of this course is to give the student a working knowledge of the simple gymnastic positions. Simple folk-dances and games are introduced.

(b) In this term more complicated gymnastics are given. Indian-club swinging and dumb-bells supplement the free exercise of the first term. More difficult folk-dances are used.

(c) This work will consist of team games, more advanced club swinging, and aesthetic dancing.

**III. Playground Methods.** Text, Curtis' Education Through Play. Four credits. This course includes a short history story of the growth and development of the playground movement in the United States, including the theories and principal aims of play; promotion of the playground and how to begin and carry on the movement, as in social clubs and organizations, also supporting and constructing organizations; playground construction and equipment; playground activities, as games, industrial work, free play, and supervised play; and fitting up of an inexpensive playground.

**BOOKKEEPING AND PENMANSHIP**

MR. PRINCE

**I. Bookkeeping.** Text, Bexell and Nichols' Principles of Bookkeeping and Farm Accounts. Three credits. It is the purpose of this course to prepare teachers to teach elementary bookkeeping. Special attention will be given to home and farm accounts.

**II. Penmanship.** One credit. The purpose of this course is not so much to improve the penmanship of teachers as to give instruction in the most approved methods of teaching writing in the rural schools. Drills in movement and forms of letters, together with discussion of the difficulties to be overcome in teaching writing in the public schools, receive special attention.

**PIANO COURSE**

MISS MATHES

Since the needs and capacities of individual pupils vary so widely, no one set of exercises or studies can be strictly adhered to, but the following synopsis will give an idea of the amount of work required for a certificate in piano.

**Grade I. Elementary.** Technical work suited to the grade;



scales and chords; Peter's Pianoforte Method; Hans Reutling, Books I, II, and III; Biehl, Op. 44; Burgmuller, Op. 100; Gurlitt, *Technic and Melody*; Le Couppey, "The Alphabet;" Kunz, *Two Hundred Canons*; Bach-Vincent, Books I and II; Leroy Campbell, *Hansel and Grethel* suite; easy pieces by Gurlitt, Sartorio, Streabbog, Spaulding, Orth, Behr, Lichner, Th. Dutton.

**Grade II. Intermediate.** Technical work suited to the grade; scales, and arpeggios; Czerny-Germer, Vol. I; Bertini, Op. 29; Bach, *Little Preludes*; Czerny, *Octave Studies*; Gorno, *Pedal Studies*; Heller, selections from Op. 45, 46, and 47; *Sonatinas and Rondos* by Clementi, Kuhlau, Dussek, Haydn, Mozart, and Beethoven; miscellaneous pieces by Merkel, Lack, Von Wilhm, Godard, Dreyshock, Ehrlich, Spindler, and others.

**Grade III. Advanced.** More difficult forms of scales and arpeggios in thirds, sixths, and tenths; Czerny, *School of Velocity*; Bach, *Two and Three Part Inventions*; Cramer, selection from the Buelow edition; Moscheles, Op. 70; selections; easier sonatas from Mozart and Beethoven; miscellaneous pieces by Grieg, Chopin, Mendelssohn, Schumann, Liszt, Schytte, MacDowell, and others.

## VIOLIN

**I. Grade One, Elementary.** Finger and bowing exercises; scales in first position. Studies: Hofman or Hohman, *Violin School*, Part I, (or any equivalent); simple pieces in connection with studies.

**II. Grade Two, Intermediate.** Finger and bowing exercises; scales. Studies: Hofman or Hohman, Books II and III; Wohlfart; Hans Sitt. Intermediate solos and duets.

**III. Grade Three, Advanced.** Bowing exercises; scales. Studies; Dort, Mazas, Sitt, etc. Solos by Alard, Dancla, De Beriot; duets, trios, etc.

**IV. Grade Four, Advanced.** Scales in position, studies, solos. Studies: Kreutzer *Etudes*, Rhode, etc. Concertos by Rhode, De Beriot, Beethoven sonatas, advanced duets, trios, quartos, etc.

## VOICE COURSE

### MISS HUNTER

**Course I.** Rules for breathing and their practical application. Formation of tone. Original studies for development of tone. Exer-

cises by Concone, Books I and II, Op. 9; Sieber, Op. 92-97. Simple English songs.

**Course II.** Work of tone development continued. Vocalises Concone, Books III and IV. Concone, Op. 10 and 15. Panofka, Books I and II. English and simple German songs.

**Course III.** Exercises in vocalization. Interpretations and temperament. Panofka, Books III and IV, Abt, Parts III and IV; Nava; Songs from English, German, French, and Italian schools.

**Course IV.** Finishing studies by Varmini, Marchesi, Sieber, Op. 79. Study of oratorios, arias, and duets.

### SPECIAL AND REVIEW COURSES

Students who have had at least one year's successful experience in teaching may have special courses prescribed for them by the President; but no special courses shall be prescribed which require fewer than 12 or more than 22 credits a term.

Review courses in the elementary public-school branches will be given during the Winter and Spring Terms, and credit will be allowed on the basis of two credits a term for five recitations a week. Not more than four credits in any one academic year will be counted as the equivalent of elective requirements, and such review credits will not be allowed in the Normal Course.

### CANDIDATES FOR CERTIFICATE

Students below the grade of graduates of a four-year accredited high school who are candidates for the Academic Certificate, or the Industrial Academic Certificate, must complete all the prescribed courses for each year for which they do not have high-school credit approved by the committee, and the required number of elective credits each year.

Academic Certificate.—Graduates of first-class accredited high schools may receive the Academic Certificate after one year's residence work on the completion of the following courses:

(a) General Psychology, 8 credits; Child Study, 4 credits, or History of Education, 5 credits; Observation and Practice Teaching, 5 credits; School Management and Law, 5 credits, or School Administration, 4 credits; Physiology and Hygiene, 3 credits; Arithmetic, 3 credits; Geography, 3 credits; English Grammar, 3 credits; total, 33 or 35 credits, for which Junior credit will be allowed, but which credit cannot be counted on majors.



GROUP OF SUMMER TERM STUDENTS



(b) General Method, 5 credits; Special Method, 5 credits; Music, 4 credits, Drawing, 3 credits; total, 17 credits, for which Junior credit will not be allowed.

(c) If such graduates have not had American History and Government, 10 credits, Physics or Chemistry, 10 credits, in their high-school work, they must also take the courses offered in these subjects, for which Normal credit will be allowed, but which will not be given major credit.

(d) Additional Junior courses sufficient to make not less than 60 credits completed in the year's residence work.

### CANDIDATES FOR DIPLOMA

Graduates of first-class accredited high schools who are candidates for the Normal Diploma will be admitted to the Junior year with conditions as follows: General Method, 5 credits; Special Method, 5 credits; Music, 4 credits; Drawing, 3 credits; total 17 credits. They may be conditioned also in American History and Government, 10 credits, and Physiology and Hygiene, 3 credits, if they have not had these subjects in their high-school course.

Such graduates upon completing 120 credits of Junior work in the Normal School (which must include the prescribed courses, 48 credits, the conditions named above, 17 credits, and which may include conditions in American History and Government, 10 credits, and Physiology and Hygiene, 3 credits), and not fewer than 18 credits each in two major subjects, shall be entitled to receive the diploma of the Normal School.

### MAJOR NORMAL ELECTIVE CREDITS

Each student at the beginning of the Junior Year must select two major subjects to be continued in Junior and Senior Years. In each major subject at least 18 credits of Junior and Senior work must be completed; provided students who major in industrial subjects—Agriculture, Home Economics, or Manual Training—must complete not less than 40 credits in such department, and not less than 15 Junior and Senior credits in one other subject. If a student has had two full years of some foreign language, first and second year modern language will satisfy the conditions for one major, it taken in the Junior and Senior Years; or if the student has had one year in a modern language, second and third years in the same language may count as a major if taken in the Junior and Senior years.



The other departments from which major work may be selected are as follows:

1. *History:*

Medieval and Modern History-----	8 credits
Junior Civics -----	5 credits
American Constitutional History -----	8 credits
Economics -----	8 credits
Method in History -----	5 credits

2. *Science:*

Physics or Chemistry -----	10 credits
Botany -----	6 credits
Zoology -----	6 credits
Teachers' Geography -----	5 credits
Geology -----	5 credits

Physics or Chemistry may receive Junior credit if taken in the Junior year. The first term's work in either subject may be counted as an elective, but cannot be credited on a major. Such course cannot be counted for both Academic and Normal credit.

3. *Mathematics:*

Solid Geometry -----	5 credits
Trigonometry -----	5 credits
College Algebra -----	8 credits
Analytics -----	10 credits

Solid Geometry, if taken in the fourth year in the Normal School, may be given Junior credit, but if taken in a high or preparatory school, it will be given Junior credit only on written examination.

4. *English:*

American Literature -----	9 credits
English Literature -----	9 credits
The Teaching of Literature-----	4 credits

Any Normal course in elective English may be given either Junior or Senior credit.

No Normal credit can be allowed for courses in English taken in any high or preparatory school.

5. *Industrial Courses:*

Beginning courses in the departments of Home Economics, Agriculture, and Manual Training may count as credits in the Normal



Course, provided the work is continued through two years; but these courses cannot be accepted as substitutes for any prescribed courses.

Except as above specified, no Academic course can be accepted for Junior or Senior credits.

### SPECIAL CERTIFICATES

Special Certificates in the departments of Agriculture, Manual Training, and Home Economics will be awarded to any graduate of the Normal School who completes all the courses offered in such department. Special certificates in the departments of Vocal Music, Instrumental Music, Public School Music, Drawing, and Expression will be given to any graduate in the Academic or Normal Course who has completed all the courses offered in such department.

Special certificates will be given in Expression to all who have completed the Normal Course, majoring in literature, all class-work in Expression offered, and three terms' private work, two lessons a week.

## EAST TENNESSEE STATE NORMAL SCHOOL

### ESTABLISHMENT

The State Normal Schools—one each in East, Middle, and West Tennessee and an industrial Normal School for negroes—were authorized by Chapter 264 of the Acts of 1909, popularly known as the "General Education Bill." This bill set aside twenty-five per cent of the gross revenue of the State for public educational purposes, and was amended by Chapter 23 of the Acts of 1913 by the increase of this appropriation to thirty-three and one-third per cent. Thirteen per cent, or about \$150,000, is for the maintenance of all the State Normal Schools. Each of the State Normal Schools receives from this appropriation about \$45,000 annually and the Agricultural and Industrial Normal half as much.

### MANAGEMENT

The general control and management of the Normal Schools are vested in the State Board of Education, and, under authority granted by law, this Board located the East Tennessee State Normal School at Johnson City, the Middle Tennessee State Normal School at Murfreesboro, and the West Tennessee State Normal School at Memphis.

Under the law that authorized counties and municipalities to is-

sue bonds to encourage the establishment and erection of the East Tennessee State Normal School, Washington County appropriated \$75,000 in bonds; Johnson City gave \$75,000 in bonds, free lights and free water, and provided granolithic walks to the school grounds.

Hon. George L. Carter donated a valuable site of one hundred and twenty acres, worth \$60,000, and has since built asphalt streets to the school grounds, and the Johnson City Traction Company extended its lines to the site of the school.

### THE PURPOSE OF THE SCHOOL

The General Education Law of 1909, which created the East Tennessee State Normal School, clearly defined the purpose of its establishment. This was declared to be "for the education and professional training of teachers for the schools of the State."

It is a special school—a professional school for the education and training of teachers.

It attempts to confer on those who attend it that education, discipline, training, and skill which will best prepare them for teaching in the public schools of Tennessee.

It is with this purpose in view that the selection of its teachers is made and the courses of study are arranged, that libraries and laboratories are equipped, and that the Observation and Practice School is conducted.

No pupil is admitted who does not come for the one purpose of preparing to teach, and students who enter shall "first sign a pledge to teach in the public or private schools of the State of Tennessee, within the next six years after leaving the school, at least as long as they shall have attended said school."

In the preparation for teaching three general principles are recognized as essential: (1) Thorough scholarship; (2) the study of education as a science; (3) practice in teaching under expert supervision. These principles are fundamental and guide in all that relates to the work of the Normal School.

### TERMS OF ADMISSION

#### STATUTORY PROVISIONS

Under the provisions of the law establishing the State Normal School, all white males or females resident in the State of Tennessee and not under sixteen years of age are eligible for admission, provided they shall pledge themselves to teach in the schools of the

State, within six years after leaving the school, for as long a time as they shall have attended the school.

### HEALTH

No applicant will be admitted who cannot furnish evidence of being physically sound, free from contagious or infectious disease, and from chronic defects that would prevent satisfactory work as a student or militate against success as a teacher.

### CHARACTER

Every applicant for admission must present a certificate of good moral character, signed by a responsible person. The State is under obligation for the professional training of no person that is not qualified to exert a wholesome spiritual influence upon the lives of children.

### FEES

Tuition is entirely free to all students resident in Tennessee. Students not resident in Tennessee are required to pay a tuition fee of twelve dollars for each regular term and six dollars for the Summer Term. A registration fee of three dollars for each term is payable by all students, and must be paid before matriculation. Small fees in laboratory courses are charged for materials and breakage.

### SCHOLASTIC REQUIREMENTS

For admission to the Academic Course the applicant must have completed *at least one year of high-school work*. Beginning with the school year 1919-20 no one will be admitted who has had *less than two years of high-school work*.

Candidates for admission should write for an application blank, which will provide for a complete statement of all work done elsewhere, and for the official signatures necessary for proper certification. All work thus credited is accepted *conditionally*, and the credit given will be cancelled if the student is found unable to do proficient work in the subject to which he is admitted.

The regular application blank, properly certified, will be required of all applicants, as far as possible. When certification cannot be secured the committee will use its own judgment and may either accept conditionally the statement of the applicant or require an entrance examination.

Graduates of a two-year high school course will be admitted to the Second Year of the Academic Course, but may be given credit

for such subjects in the Second Year as they may have completed in a satisfactory manner. On the same terms, graduates of a three-year course will be admitted to the Third Year, and graduates of a four-year course to the Fourth Year; except that graduates of a four-year high school of the first class will be admitted to the Junior Year, with conditions in the professional subjects of the Academic Course.

The minimum time necessary for graduation from either the Academic or the Normal Course will be three full terms, or nine months. Two summer terms will be taken as constituting one term.

### CREDITS IN THE UNIVERSITY OF TENNESSEE

In order to provide for graduates of the State Normal Schools who might wish to pursue advanced courses of study leading to a baccalaureate degree in Education in the University of Tennessee, the Faculty of the University has announced that the graduates of the State Normal Schools will be admitted to the Junior Year and will be given the Bachelor's degree on the completion of two years' resident study at the University. The same standing is granted by the George Peabody College for Teachers.

### COURSES OF STUDY AND CERTIFICATES

Two distinct courses of study for the State Normal Schools have been prescribed by the State Board of Education, as follows:

#### ACADEMIC COURSE

1. The Academic Course of four years of 36 weeks each, of which the first year at least must have been completed in a high school or other school of secondary rank. This course includes the academic subjects found in courses of study prescribed in first-class accredited high schools, and in addition there are required courses in professional subjects—Elementary Psychology, General and Special Methods, School Management, History of Education, Observation and Practice Teaching, and also teachers' courses in the subjects of the elementary schools.

The Academic Course is to prepare teachers for the elementary schools of the State, and on its completion the student is given a certificate that will permit the holder to enter the Normal Course of any of the State Normal Schools of Tennessee and will entitle him to receive, without examination, a State certificate to teach in any of the elementary schools of the State, the same to be granted under the authority of the State Superintendent of Public Instruction.

## NORMAL COURSE

(2) The Normal Course of two years of 36 weeks each. This course includes the academic subjects found in the Freshman and Sophomore years of standard colleges and required professional work, including General and Educational Psychology, History of Education, School Administration, Child Study, General and Special Methods, and Observation and Practice Teaching. The Normal Course aims to prepare teachers for any of the public schools of the State, and on its completion the student is entitled to a diploma, which is a life certificate of qualification to teach in the public schools of the State under the following regulations of the State Board of Education:

"Students who complete the prescribed work in the Normal Course in the State Normal Schools will be given a certificate signed by the President of the State Board of Education, the State Superintendent, and the President of the Normal School, which shall entitle the holder, without examination, to a teacher's certificate for any public school in any county in the State, except high schools of the first class, and good for four years, subject only to the general regulations of the State Superintendent, for attendance at teachers' institutes and associations. At the end of the period for which such certificate is granted, it shall be made a life certificate on the recommendation of the superintendent of schools by whom the applicant was last engaged, the president of the Normal school from which the teacher received his certificate, and the State Superintendent, provided the holder shall have taught acceptably not less than fifteen months within that period."

## NORMAL SCHOOL CERTIFICATES

In the General Education Bill, Acts of 1909, Chapter 264, Section 7, it is provided that "a certificate of graduation from any one of the State Normal Schools shall entitle the holder thereof to teach in any of the public schools of the State, without examination, for a period of four years from the date of such certificate. Any such graduate who completes within the said period of four years such additional course of reading and study as may be prescribed by the State Board of Education, and shall pass the required examination in the same and has proven his ability as a teacher by teaching acceptably not less than fifteen months within this period, may, upon application, be granted a permanent license to teach in any of the public elementary schools of the State."

In the Acts of 1913, Chapter 40, Section 6, it is provided that "pro-



fessional certificates shall be issued by the State Superintendent of Public Instruction as follows:

1. "An elementary certificate of the first grade to the applicant who has completed the Academic Course of the State Normal Schools.

2. "A certificate good in all schools, except high schools of the first class, to the applicant who has completed the Normal Course of the State Normal Schools.

3. "All certificates granted by the State Superintendent of Public Instruction on diplomas of the State Normal Schools shall be good in any county in the State."

Under the provisions of an Act of the General Assembly of 1917, a five-year teachers' certificate may be converted into a permanent certificate at the expiration of the five years for which the certificate was issued provided the holder has not discontinued school work for as many as three successive years. Holders of five-year or permanent certificates are not required to take the reading circle work but are urged to do so. A permanent certificate may be revoked should the holder discontinue teaching for three years.

The holder of a two-year teachers' certificate may have the same renewed for two years provided he has attended at least one term at the State Normal School or some other school accredited by the State Board of Education during the life of his certificate and done satisfactory work in at least three courses.

## STATE EXAMINATION AND CERTIFICATION

For the school year 1918-19 State examinations will be conducted at the State Normal School on dates to be announced later. The questions for these examinations are prepared by the State Board of Examiners, and all papers of applicants are forwarded to the State Department of Public Instruction to be graded by the State Grading Committee.

By Section 6, Chapter 40, of the Acts of 1913, it is provided that the requirements for certificates to teach in the public schools of the State shall be uniform in all the counties, and that every certificate shall be issued by the State Superintendent of Public Instruction, under the regulations of the uniform examination law.

Certificates shall be designated and granted as elementary certificates of the first or second grade, or high-school certificates of the first or second grade. A first-grade certificate shall be valid for a period of five years from date of issue, and the second-grade certificate for a period of two years.



To obtain a first-grade certificate the applicant must be at least nineteen years of age, must have had at least eight months' teaching experience, and must make an average grade of 85 per cent. on the subjects prescribed on examination, not falling below 70 on any subject. An applicant who makes a first-grade average as required above, but who does not possess the required teaching experience, will be granted a second-grade certificate, which may be changed to a first-grade certificate after eight months of successful teaching as certified to by the county superintendent of schools or the county high-school board of education.

Graduates of the State Normal School who hold either the Normal Diploma or the Academic Certificate and who have been granted professional certificates by the State Superintendent of Public Instruction on such diploma or certificate, may have these certificates made life certificates to teach in the public schools of the State by attendance at the Summer Term of the Normal School during the term of the professional certificate, provided the holder remains in active school work.

### SUMMER TERM

The Summer Term is a very important and helpful feature of the work of the State Normal School, and the attendance on this term indicates that it meets a real need of teachers. The registration at the first Summer Term, 1912, was 339, at the sixth, 1917, it was 607. The Summer Term gives opportunity:

1. *To Teachers* for adding to their scholarship and improving their professional training by taking regular or review courses;
2. *To ambitious students* for earning additional credits on regular courses, thus shortening the time required for certification; and
3. *To students who have failed* to do satisfactorily the work in any term to continue their studies and overcome their deficiencies.

In addition to the regular members of the faculty, additional teachers are employed, specialists in their work. It is planned for 1919 to employ a larger number of additional teachers than ever before and gradually to enrich the courses offered.

A special Bulletin is published in April giving full information as to the work of the Summer Term, including a detailed description of all the courses offered.

The Summer Term for 1919 will open Tuesday, June 10.

### CREDITS

The unit of credit is the equivalent of one recitation a week for

one regular term. In all special subjects, such as cooking, sewing, writing, drawing, industrial arts, and all laboratory work, the "credit" is the equivalent of two recitations a week for one term.

The minimum requirements for the completion of the Academic Course are 240 "credits," of which 175 are prescribed and 65 elective, as follows:

First Year—60 credits, to be done in high school.

Second Year—Prescribed Credits, 54; Elective, 9.

Third Year—Prescribed Credits, 48; Elective, 12.

Fourth Year—Prescribed Credits, 48; Elective, 12.

For the completion of the Normal Course 108 credits are required, of which 48 are prescribed and 60 elective, as follows:

Junior Year—Prescribed Credits, 26; Elective, 28.

Senior Year—Prescribed Credits, 22; Elective, 32.

#### MINIMUM AND MAXIMUM CREDITS

The minimum number of credits for each regular student is 18 a term, and the maximum 22, except by special permission of the President. The minimum for the Summer Term is 8 credits, and the maximum is 12.

#### CHANGES OF COURSE

No changes of course shall be made after matriculation, except by permission of the Committee on Entrance and Promotion, upon conference with the student and with the instructors whose classes are involved in the proposed changes. After two weeks from date of matriculation no change of course shall be made, except by permission of the President.

#### EXAMINATIONS

No credit will be given in any subject except on the passing of an examination, or test, as prescribed by Faculty regulations. No special examination will be given except by authorization of the President or Faculty.

#### GRADING AND PROMOTION

The grades of all students are expressed numerically on the scale of one hundred, in multiples of five, the passing grade in any subject being sixty-five. The grades are determined by the class standing and test records.

## BUILDINGS AND EQUIPMENT

The buildings include a main, or academic building, the dormitory for women, the dining-hall, including the kitchen and laundry, a model school-building, the heating plant, a residence for the President, a summer dining-room, and a combination stock barn.

**Main Building**—In the main building are the offices, laboratories, recitation rooms, library, society halls, and auditorium—in all about forty rooms.

The class-rooms are furnished with modern desks and recitation seats, and the laboratories are being fully equipped with all needed apparatus and supplies. The Manual Training and Home Economics rooms are equipped with the most modern equipment.

**Women's Dormitory**—The women's dormitory contains two double parlors, twelve study-rooms, twelve bath-rooms, and forty large bed-rooms with closets. Each room is furnished with shades, rugs dresser, table, chairs, iron bedsteads, springs, and mattresses.

**Dining-Room**—The kitchen and dining-room are in a building ninety by one hundred and ten feet, and one story and a basement in height. The dining-room is fifty by ninety feet, with windows on four sides, and is ample for 350 boarders. The kitchen and dining-room are supplied with modern equipment, and are sanitary in every way.

**Model School-Building**—The model school-building, first occupied in 1915, was planned as a type for consolidated schools. It contains agriculture and manual training room, cooking and sewing room, three class-rooms, reading-room, office, and auditorium. In each class-room are cloak, lunch, and teachers' closets, and a book-case. The auditorium, which will seat three hundred, has stage, dressing-rooms, and foot-lights. The heating, lighting, and ventilation of the building are perfect.

**Grounds**—All these buildings, together with the residence, are located on a commanding site, comprising a hundred and twenty acres, and donated by Hon. George L. Carter, whose splendid generosity means so much to the young men and women of Tennessee. The grounds are ample for the growth of the school for all time.

**Normal Cafeteria**—The Normal School Cafeteria was opened at the beginning of the Summer Term, 1916, and furnished ample boarding accommodations for all students who do not take meals in the regular dining-room. This new building, which is forty feet wide and eighty feet long, was erected at a cost of about \$2,000 and is completely furnished with all modern cafeteria equipment. It is

conducted so that the rates are made to cover only the actual expense of operation.

Normal School Bond Issue—The General Assembly of 1917 authorized a bond issue of \$625,000.00 for the State Normal Schools and the Polytechnic Institute. Of this amount the East Tennessee State Normal School will receive \$150,000.00. It is planned to erect a dormitory for men, an additional dormitory for women, and a gymnasium. These additional buildings will contribute much to the usefulness of the school.

### CAMPUS AND GROUNDS

Much attention is being given to the beautifying of the grounds and parks, which by their natural attractiveness offer exceptional opportunity for artistic landscape gardening. The campus has been sown in bluegrass, and the more than thirty-five hundred trees and shrubs contribute much to the natural beauty of the grounds. One mile of macadamized roadway has been built reaching all the buildings and setting off to the best advantage the beauty of the buildings, campus, and park.

### HEALTH CONDITIONS

The school site of 120 acres has an elevation above sea level ranging from 1,675 to 1,875 feet. At the main building the altitude is 1,710 feet. Only a few miles away are mountains reaching from 2,500 to 4,000 feet. Roan Mountain, towering 6,313 feet high, is only twenty-five miles away. The elevation of the school and the proximity of the higher mountains make the climate refreshing and invigorating, and give to student and teacher an ideal place for study, recreation, and rest.

The water supply is abundant and pure, coming some twelve miles in pipes from never-failing free-stone springs in the near-by mountains and having a daily flow of 4,000,000 gallons.

With a desirable elevation, an invigorating atmosphere, a never-failing supply of the purest water, and inspiring views on every hand, it is not surprising that in six years, with a total registration of more than 3,500, there has been no case of serious illness in the school.

### SUMMARY OF EXPENSES

#### TUITION

Tuition is free to students resident in Tennessee. Non-residents pay \$12.00 for each regular term and \$6.00 for the Summer Term. All

pay in addition a registration fee of \$2.00, and a student-activity fee of \$1.00 for each term. A nominal fee is collected from those who take laboratory courses, to cover breakage and the cost of material, and the actual cost of supplies used in the departments of Industrial Arts is charged to all who take any of the courses in manual training or home economics.

These fees are as follows: Chemistry, \$1.00 a term; Physics, 50 cents a term; Sewing, 50 cents a term; Cooking, \$1.00 a term; Wood Turning, 50 cents a term; Paper Industry, 50 cents a term; Public School Industrial Arts, 50 cents for the course. These must be paid to the Bookkeeper on matriculating in the course.

No library fee is charged, but students who wish to withdraw books from the library are required to make a deposit of \$1.00, which is subject to refund.

### ROOMS

Furnished rooms in the women's dormitory cost only seventy-five cents a week. Desirable rooms for men and women can be found in convenient parts of town at from \$1.00 to \$1.25 a week for each occupant. The Committee on Students' Homes will give all needed assistance in finding suitable accommodations for students. Students wishing to secure rooms in private homes should communicate with Professor C. E. Rogers, chairman of the committee.

### BOARD

All who can be accommodated in the dining-hall will be given board at actual cost of food and service. This cost for 1917-8 did not exceed \$3.00 a week and will be kept as low as possible. Students may if they desire rent a private residence in town and by the club plan make their expenses lower than estimated above. Lunches are served in the dining-room of the Domestic Science Department at a nominal cost, making it unnecessary for students to return to their homes at the noon recess.

### SUMMARY

The estimated school expenses, lowest and highest, for students for one regular year of nine months are as follows:

Tuition -----	Free	
Registration Fee -----	\$ 6.00	\$ 6.00
Student-activity fee -----	3.00	3.00
Boarding in dining-room -----	90.00	100.00

Lodging -----	36.00	45.00
Books -----	6.00	10.00
<hr/>		<hr/>
Total-----	\$141.00	\$164.00

The expenses of young women lodging in the Dormitory will be from \$10 to \$20 a year less than shown in above table.

The necessary expenses for one regular term will be from \$50.00 to \$65.00 for men, and from \$45.00 to \$60.00 for women.

## INFORMATION FOR PROSPECTIVE STUDENTS

### HOW TO COME

Johnson City is on the Knoxville-Bristol division of the Southern Railway, with four trains each way daily; on the Carolina, Clinchfield and Ohio Railway, with four trains daily; and is the terminus of the East Tennessee and Western North Carolina Railway, with three trains daily. All passenger trains reach Johnson City in the daytime, except the afternoon local train from Knoxville. The Carolina, Clinchfield and Ohio Railway has established a flag station at the side entrance to the grounds of the Normal School.

### HOW TO REACH THE GROUNDS

On arrival in Johnson City students should come at once to the Normal School and report to the chairman of the Committee on Students' Homes, Professor C. E. Rogers, or, if lodging has been reserved in the Dormitory, to the Matron.

Come to the Normal School on the street car. Cars pass near the railway stations every thirty minutes, from 5:30 a. m. until 10 p. m. Do not engage a transfer wagon or dray to deliver trunks or baggage, but deliver your check to Professor C. E. Rogers, or the Matron, who will have your baggage sent to your room if in the city or Dormitory at a cost not exceeding twenty-five cents for each piece, or if outside the city at a cost of fifty cents.

### HOW TO SECURE ROOMS

Young women to the number of one hundred and sixteen may secure rooms in the Dormitory by writing to the President. Those who apply too late to secure dormitory rooms may have rooms secured in the city at the most reasonable rates possible. A list of excellent rooms and boarding places for men and women has been made, and a committee will be found ready to assist in making a



suitable selection. Those applying for rooms or board in the city should write to the chairman of the Committee on Students' Homes, Professor C. E. Rogers.

### WHAT TO BRING

A list of the furnishings in the dormitory will be found on page — of this bulletin. Young women should bring in addition the following articles: pillow, pillow cases, sheets, blanket, comfort, bed spread, towels, and other necessary toilet articles. Men and women lodging in homes secure furnished rooms.

### HOW TO MATRICULATE

First, go to the office of the Dean and fill out a registration card. Assignment of studies for the term will then be made by the Committee on Entrance and Promotion. Secondly, pay to the Book-keeper all fees due, and secure his receipt. Thirdly, secure the signature of the President to the matriculation card made out by the Committee on Entrance. Fourthly, secure all needed text-books from the supply room in the main building.

### SCHOOL TICKETS

For the benefit of the out-of-town students attending the Normal School, commutation tickets good for twenty-three round trips, if used within one month from the date of purchase, can be secured at very low rates—less than one cent a mile—on any of the railroads entering Johnson City. These tickets can be purchased only at the Johnson City ticket offices, and upon the certificate of an official of the Normal School that the purchaser is a bona fide student of the School. These tickets are sold by the Southern Railway for all stations from Bristol to Greeneville, and by the C. C. & O. Railway and the E. T. & W. N. C. Railway for all Tennessee stations.

## MISCELLANEOUS INFORMATION

### LITERARY SOCIETIES

Two literary societies were organized during the year 1911-12: the Pestalozzian by the young men, and the Sapphonian by the young women. During the Spring Term of the year 1912-13 the Mary Moore Davis Society was organized by the young women, which was reorganized as the Pi Sigma Society in 1916-17. During the Spring Term of 1913-14 the Watauga Literary Society was or-

ganized by the young men. This society was reorganized in 1914-15 as the Columbian Literary Society. In the Winter Term of 1917-18 the young women of the school living outside the Dormitory organized the Woodrow Wilson Society. All the societies hold weekly meetings, and have been important factors in the life of the School.

### INTER-NORMAL DEBATING LEAGUE

In 1913 a triangular debating league was organized by the State Normal Schools of Tennessee. The fifth annual debate was held on May 17, 1918, the question for discussion being, "Resolved: That the Government should own and operate the railroads." The East Tennessee State Normal School was represented at Murfreesboro by J. Castro Emerson, of Greene County, and Chas. H. Robeson, of Hamblen County; and at Johnson City by Hobart Leonard, of Washington County, and Roy Anderson, of Hamblen County.

### YOUNG MEN'S CHRISTIAN ASSOCIATION

In the Winter Term of 1916-17, following a four days' conference conducted by state secretaries and members of the International Committee of the Y. M. C. A., an organization was effected, with about forty charter members. A committee of the Faculty assisted in the work of organizing, and the association has had a most encouraging growth. The weekly devotional meetings are held on Sunday afternoons, in the Society Hall, and the attendance has been good. This organization has become a permanent and valuable factor in the religious life of the school.

### YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The young women of the school maintain a strong and active Christian Association, which holds weekly devotional meetings. This organization has rendered valuable assistance throughout the year in providing committees of young women to meet trains, to conduct new students to their assigned places of residence, and to assist new students in selecting courses of study and finding their recitation rooms. In addition, the association maintains a store in the main building, where stationery, writing materials, confections, and many useful articles may be purchased by students at reasonable prices.

### STUDENT ACTIVITY ASSOCIATION

In the Fall Term of 1916-17 the student body organized itself into a Student Activity Association for the purpose of giving direction

and support to the various activities of the school. This association, which includes the entire membership of the school, collects from each student a fee of one dollar a term. The funds thus collected go to the support of a lyceum course, the student magazine, and the several forms of athletics.

### WAR ACTIVITIES

The Faculty and students of the East Tennessee State Normal School have made their contributions to different forms of war service. Some of the patriotic duties that have been met by the Normal School are as follows:

1. The President and members of the Faculty have spoken in a number of counties in the interest of the Red Cross, Y. M. C. A., Thrift Stamp and Liberty Bond sales; and all have volunteered their services for such additional duties of this character as they may have opportunity to discharge.

2. The Faculty and students contributed \$105.00 to the Y. M. C. A. friendship fund.

3. The Normal School was asked to make from one to ten game-tables for the Y. M. C. A. "huts." Under date of April 17th Camp Secretary W. I. Grayham of Camp McClellan, sent us the following letter:

"The ten game-tables mentioned in your card of April 5th arrived yesterday and have already been distributed to our 'huts.'

"The ones you sent are the first to arrive and the soldiers are using them constantly—getting a great pleasure from them.

"I should like to express the thanks of the Y. M. C. A. and of the soldier boys for your splendid gift."

4. A Red Cross Auxiliary was organized during the Fall Term at the Normal School, including in its membership the Faculty Women's Club, the members of the Faculty, and students of the Normal School. The sewing rooms at the School are open four afternoons in the week for Red Cross sewing. From January 1st to April 26th the following Red Cross work was accomplished by the Women's Club and girls of the School:

Bed Shirts .....	112
Pajamas .....	23
T Bandages .....	108
Abdominal Bandages .....	15
Diagonal Bandages .....	504
Shot Bags .....	789
Bed Socks .....	15

Surgical Sponges .....	312
Head Bandages .....	59
Surgical Dressings .....	1087
Refugee Trousers .....	14
Helmets .....	9
Socks .....	46
Sweaters .....	24
Wristlets .....	17
Afghan .....	1

During the same period funds for the Red Cross were collected by the Normal School Auxiliary and turned over to the local chapter as follows:

Basket-ball game .....	\$ 32.10
Basket-ball game .....	45.00
Women's Club .....	99.00
Y. W. C. A. (Xmas drive).....	10.00
Pi Sigma (Xmas drive).....	3.00
Sapphonian (Xmas drive) .....	3.00
Red Cross Membership .....	250.00
Entertainments given .....	63.11
Total.....	<u>\$506.11</u>

5. Liberty Bonds and Thrift Stamps. The Faculty and students of the School have patriotically supported the Liberty Bond and Thrift Stamp sales. While it is probable that the report of sales as given does not include the total amount, nevertheless there have been reported sales as follows:

Faculty—	
Liberty Bonds .....	\$4,000.00
Thrift Stamps .....	1,500.00
Total for Faculty.....	<u>\$5,500.00</u>
Students—	
Liberty Bonds .....	\$1,750 00
Thrift Stamps .....	500.00
Total for Students.....	<u>2,250.00</u>
Observation and Practice School—	
Liberty Bonds .....	\$1,700.00
Thrift Stamps .....	450 00
Total for Practice School.....	<u>2,150.00</u>
Total for School.....	<u>\$9,900.00</u>

6. Food Pledge Cards and Council of National Defense. With the unanimous approval of all the boarders in the Dining Hall the National Food regulations have been observed throughout the year. Under the direction of Professor Sowder many of the students volunteered their services and listed food pledge cards of the county. Many students also were registered for the City Committee of the Woman's Committee, Council of National Defense.

7. Questionnaires Carded. In response to the call made upon teachers to assist in the carding of Questionnaires, the Normal School made willing and ready response and as shown by the report given below, carded more than ninety per cent. of all the Questionnaires sent to the Local Board of Washington County.

The following statement is from Chief Clerk Williamson of the Local Board:

From: Local Board for the County of Washington, State of Tennessee, at Johnson City, Tennessee.

To: President S. G. Gilbreath, East Tennessee State Normal School, at Johnson City, Tennessee.

Subject: Occupation Cards.

1. This is to advise you that we submit herein approximate data pertaining to the carding of Occupational Cards, completed by the Faculty and students of the School for this Local Board:

Approximate Questionnaires Carded .....2200

Approximate number carded by Normal School.....2000

Approximate hours engaged in this work by the above School including other work incident to the carding..... 250

2. This, of course, is an approximation as we did not keep a record of the exact number of cards completed or the hours worked but from estimates which are based on very good figures it would appear that these figures are about correct.

Local Board for the County of Washington, State of Tennessee, Johnson City, Tennessee.

By H. WILLIAMSON, Chief Clerk.

8. Y. M. C. A. Fund. The Faculty and students contributed \$328.50 to the second Y. M. C. A. war fund.

9. Service Flag. Many former students and graduates of the State Normal School have volunteered for active service or have responded to the call of the draft. A Service Flag, containing nearly one hundred stars, was dedicated at the State Normal School on May 30. The young men who have gone into active service have entered many fields of duty, the Army, the Navy, the Marines, and Y. M. C. A. The majority have gone in as privates, although quite a number

received commissions in Officers' Training Camps. Some entering as privates have been promoted for excellence in service.

The record in our war activities of the East Tennessee State Normal School shows that the Faculty and students are alive to the needs and demands of the hour and are patriotic in their response.

### ALUMNI ASSOCIATION

In 1915 the alumni of the school held their first reunion in connection with the Commencement exercises. A banquet was held at the school dining hall and representatives of each graduating class since the establishment of the school were heard in brief toasts. At that time a permanent organization was effected and the annual reunion banquet has become a regular commencement event.

### THE FACULTY WOMEN'S CLUB

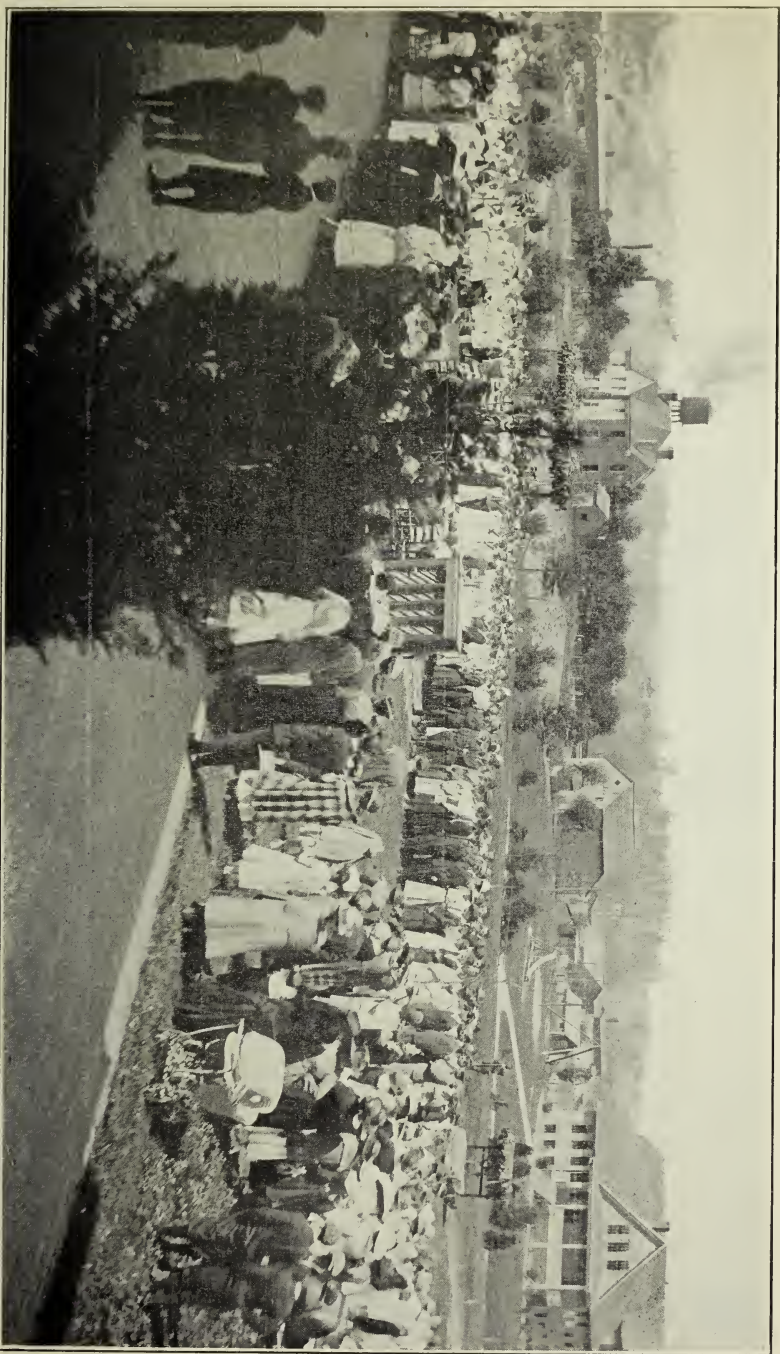
The Faculty Women's Club of the Normal has had a very active year. Aside from its regular work among the students much war work has been done. Members have given valuable assistance in many war activities, such as registration for the Woman's Council of National Defense, listing food pledge cards, food conservation extension work, and working with the Local Board in the carding of questionnaires, also working for the Blind Soldiers and Sailors' Permanent Relief Fund, the Red Cross and Liberty Loan Drives. Four-minute talks were made for the latter cause and \$2350 was invested in bonds by members of the club; \$1,390 was invested in war savings stamps and a society in connection with the club was organized for their sale; \$506.11 has been made in various ways and given to the local Red Cross chapter. Three hundred members were received and \$332.29 was collected. Every patriotic duty has been gladly and efficiently met by all members of the club.

Under its supervision the sewing room has been open four afternoons a week for Red Cross work and much work has been done by the students in the way of garment and bandage making, knitting, etc., for the local chapter. Also many garments have been made for the Belgian refugees. In this way the students have become interested, learning the work and how to organize auxiliaries in their home neighborhoods.

The children of the Practice School have been organized and Junior Red Cross work done.

Recently the club has been taken into the State Federation of Women's Clubs and its work will be extended during the coming year.





COMMUNITY SINGING, MAY FESTIVAL, 1918



### THE RURAL ARTS CLUB

The Rural Arts Club has been put upon a war basis. The work of the club looks to community organization, better social life, increased food production, more complete conservation, and better systems of marketing. Rural life is changing rapidly and many new problems are presenting themselves. The Smith-Hughes law calls for reorganization of our secondary schools on agricultural lines and war conditions call for live community organizations. These are big problems for the rural teacher. These two lines of effort are engaging the club at the present time. Many former members are teaching agriculture and are giving a good account of themselves in the field of extension service.

### THE LITERATURE CLUB

The Literature Club of the State Normal School has just finished a very successful year. This club was organized during last session and has proved one of the most interesting and helpful clubs of the school. The attendance has always been good. This year there was a full attendance even to the very last meeting, which was held just before Commencement.

Last year the work of the club was largely pedagogical; this year it has been mostly literary. The programs have consisted of a discussion of some important book or writer by two or three members of the club, of one or two readings or recitations, and of one or two musical numbers. A number of authors have been discussed; among them being Riley, Service, Lanier, Ryan, Tabb, Hayne, Timrod, and Whitman. Three members of the Faculty, Professors Bursleson, Roberts, and Coggin, have been regular attendants, and have taken an active part in the discussions. A number of other members of the Faculty have also attended and taken part; among them being President Gilbreath, Dean Mathes, Miss Cockrill, and Miss Taylor. Also members of the families of the faculty have taken an active part; among them being Miss Mildred Gilbreath, Mrs. Coggin, and Mrs. Rogers.

The club will continue as a permanent feature of the school, and expects to do even a greater work during the coming session than during the past.

### STUDENT TEACHERS' CLUB

The critic teachers saw an opportunity for closer co-operation between student teachers and themselves in the work of the Obser-

vation and Practice School and suggested that a student teachers' club should be organized which would enable the students and teachers to improve the work. The suggestion was made to the students and they entered into it with enthusiasm.

The membership is limited to those who have completed student teaching and to those who are ready to begin the work, giving all who have had experience an opportunity to help everyone who is to follow.

Meetings are held every two weeks with the faculty of the Observation and Practice School present and taking an active part in the programs. The members of the Normal School Faculty are invited to be present and made to feel welcome at all the meetings.

The programs are made to bear directly upon the problems growing out of the work of the student teachers in their practice work. The following are some of the topics taken up:

1. Class control.
2. Individual differences and how to handle them.
3. The extent to which the schoolroom should be left to the student teacher's control.
4. Unusual situations arising in schoolroom and met by student teacher described, and methods of meeting them criticised.
5. To what extent are both general and special methods given by the Methods Department practical and how can they be made more helpful?
6. To what extent are the situations in the Observation and Practice School like those which will be met in the schools of the State?

This organization is one of the most helpful means of discovering the needs of the student teachers. The students are made to feel the utmost freedom in all the discussions.

## PUBLICATIONS

The official publication of the School is The East Tennessee State Normal School Bulletin, published bi-monthly. During the current year the following numbers have been issued:

Vol. VI, No. 1—Annual Catalog, 1917-18.

Vol. VII, No. 2—Announcement of Fall term; Schedule of Recitations.

Vol. VII, No. 3—Physical Training for the Public Elementary Schools.

Vol. VII, No. 4—The Normal and the Public School System.

Vol. VII, No. 5—Summer Term Number.

Vol. VII, No. 6—Announcement of Summer Term; Schedule of Recitations.

The student body, under Faculty direction, publishes eight times a year *The Blue and Gold*. This student journal is intended to offer opportunity to develop skill in writing and practice in the management of a school magazine.

### THE LIBRARY

The Library consists of about sixteen hundred and fifty well selected books, more than one hundred of the most helpful and latest books on pedagogical and war subjects having been added in the last year.

The Dewey system of classification is used. A good supply of pamphlets and bulletins, also magazines and daily papers, have been carefully selected to meet the actual needs of the students. A special selection of material on Food Conservation has been added this year.

It is the purpose of the library to supplement the work of every department and every possible aid is given to students in the use of reference material. A reference shelf supplied with the latest and best material is provided for the use of debaters, literary societies, and others.

All students are invited to use the library, a deposit of one dollar, which is subject to refund, being required only when books are withdrawn from the library.

### FARM AND GARDEN

The school garden and farm are the outdoor laboratories for the Agricultural Department. Here the student is given individual plats to manage and make practical application of the science of farming. Studies in fertilizing, tillage, methods, rotation, and succession of crops are in progress throughout the year.

The products of the plats are disposed of to the dining hall or to merchants. A home canner not only affords means for teaching but is used to preserve garden products for the dining hall. In all operations the purpose is to make each exercise a practical application of correct methods as set forth in the text-book.

### ATHLETICS

The athletics of the school have been directed by Miss Martin, Professor Burleson, and Professor Fox. The sports of chief im-



portance are basket-ball, track and field events, and baseball. During the past season both the girls and the young men developed strong basketball teams.

Under the direction of Professor Burleson, four excellent tennis courts have been constructed. During the year a tournament was held among the students of the school.

One of the important athletic events each spring is the track and field contest among the students of the Normal School. The winners in these contests compose the track team, which meets other schools in interscholastic contests.

The object of athletics in the Normal School is not merely to train teams for interscholastic contests, but to provide a suitable means of recreation for every student.

### DISCIPLINE

The management of the school has been an easy problem to work out, and is almost entirely student self-government. The class of students that come to us have a definite purpose and understand that the profession for which they are preparing has high standards and ideals. They conform to these regulations of their own volition, and in only a very few instances has it been necessary for any member of the Faculty to confer with any student relative to improper conduct.

### SCHOOL RECORDS

A complete and accurate system of school records is kept. These show every important fact related to the student's connection with the school from the day of his entrance to the time of his leaving, and provide for a record of his work after graduation.

### FACULTY MEETINGS

A Faculty Council has recently been organized, consisting of the President, Dean and the heads of departments. The members of the Council meet twice each month and conduct the ordinary routine business of the school.

The entire Faculty meets regularly. At the meetings reports of committees are made and individual reports submitted. Most of the time at Faculty meetings is devoted to discussion of the larger and more vital problems of education, with especial reference to East Tennessee and the work of the State Normal School.



## PUBLICITY

Through the splendid co-operation of the East Tennessee daily and weekly newspapers the work of the State Normal School has been brought to the attention of the people of East Tennessee in a most helpful and effective way. The bulletins of the school are sent regularly to all county superintendents, members of boards of education, and teachers. The extension work done by members of the Faculty in almost every county has brought to the notice of the people the aims and purposes of the school.

The Conference of East Tennessee County Superintendents, at its meeting in June, 1915, adopted the Bulletin of the School as its official publication, and during the current year the Bulletin has been issued bi-monthly, some of the numbers being devoted exclusively to the work being done in the various counties in East Tennessee by superintendents and school boards.

## EXTENSION WORK

Believing that a State Normal School can do a most effective type of extension work in the several counties at sessions of the county court, school rallies, teachers' meetings, agricultural meetings, good roads meetings, school commencements, etc., it has been the policy of the State Normal School to attend such meetings, and during the year all of the East Tennessee counties have been visited once or more by the President, Dean, or some other member of the Faculty. In this way the Normal School co-operates with all movements for improving the life of our people.

The Normal School, through its Faculty, is desirous of giving assistance in every way possible in all its efforts looking to better school facilities, better teaching, and better living conditions throughout its territory—the thirty-five counties of East Tennessee. While the school may not be able to respond to all of the calls made upon it for help, it will, in every case possible, render assistance in the following ways:

## I. To County Courts:

1. Addresses in the interest of higher school levies, high schools, consolidated schools, school-bond issues, longer terms, and larger salaries for better teachers.

## II. To Boards of Education:

1. Assistance in securing suitable teachers through the Normal School Committee on Appointments and Employment.

2. Furnishing floor plans for school buildings, and giving esti-

mates of costs of proposed buildings.

III. To Superintendents:

1. Professional help in all questions of school administration.
2. Addresses at school rallies and community meetings.
3. Help in the selection of suitable teachers.
4. Addresses at monthly teachers' meetings.
5. Annual conference at the State Normal School.

IV. To Teachers:

1. Aid in securing desirable positions.
2. Professional help through correspondence.
3. Plans for industrial work in cooking, sewing, school gardens, manual training, etc.
4. Plans for community work: parent-teachers' associations, club work, etc.

V. To Farmers:

1. Short courses in agriculture offered during the Winter Term.
2. Individual help in solving farm problems, as milk testing, spraying, seed testing, fertilizers, etc.
3. Plans and specifications for farm buildings, farm equipment, such as water systems, silos, gates, etc.

VI. To Women:

1. Short courses in home economics during the Winter Term.
2. Address at mothers' meetings and school-improvement leagues.
3. Plans for community work for women.

## POSITIONS

The school authorities of the State may reasonably demand assistance of the State Normal School in finding efficient teachers, and as far as possible this demand will be met. Graduates will be recommended for desirable positions, and school boards desiring to employ the best teachers will be given every possible help. To care properly for the work of securing teachers for positions, a Committee on Appointments and Employment has been appointed, and the services of this committee will be absolutely free of cost to schools and school officials and to students of the Normal School. Qualified teachers desiring positions and school boards seeking efficient teachers should write to Professor F. W. Alexander, chairman of the Committee on Appointments and Employment.

## BETTER SCHOOLS

A demand of the people of Tennessee is for better public-school

teachers. With the increase in school revenues in recent years this demand has become very imperative, and with it has come the demand for better school-houses and equipment and modern courses of study. The Normal School stands for these larger and better things and will assist in the preparation of teachers for more complete service, so that the life and activity of our people may be made richer, fuller, and more productive.

### AIMS AND POLICY

The East Tennessee State Normal School hopes to contribute to the solution of the educational problems in the State with especial reference to the needs of the East Tennessee public schools. The reports of the State Superintendent of Public Instruction reveal many school conditions that are being given careful study by the Normal School. Some of these conditions are as follows:

1. There is too large a percentage of illiteracy in the scholastic population.
2. Many children that should be in school are not enrolled.
3. Of those enrolled a large number are irregular in attendance.
4. Of the total enrollment nearly one-third is found in the first grade.
5. A large number of the school children quit school before reaching the fourth grade.
6. Too few children complete the elementary-school course.
7. Many of the country schools are one-room, one-teacher schools.
8. The average expenditure for public schools per child per year is very low.
9. The average value of schoolhouses indicates inferior school buildings and equipment.
10. The school term is only about six months.
11. The average yearly salary of teachers indicates too low a grade of teaching efficiency.

While the purpose of the State Normal School, as declared by the General Education Law, is "for the education and professional training of teachers for the public schools of the State," in a broader sense the school is interested in the investigation of all the problems given above, and others looking to bettering the condition of the people throughout the territory which it was established to serve.

### CO-OPERATION

The heartiest co-operation of county superintendents and school boards is essential if the Normal School is to do the largest good for the public schools of the State. This co-operation can be made effective by urging the attendance of teachers and young men and young women who expect to become teachers, and by the promise of preference, in employment and better salaries, to those who prepare themselves for better work by attendance in the Normal School. This co-operation is earnestly invited, and the Normal School in return pledges its best services and support to all the public-school authorities of the State.

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### NOTABLE EVENTS OF THE SCHOOL YEAR

#### LYCEUM COURSE AND LECTURES

Under the management of a Faculty Committee on Lectures and Entertainments an attractive Lyceum Course was presented during the year. The course was well supported by the student body, as well as by the citizens of Johnson City, and the committee will offer a strong course for next year.

In addition to the Lyceum Course, lectures and addresses have been delivered by a number of visiting educators and others. Among the notable entertainments and addresses have been the following:  
October 12-13, 1917—Miss Carrie Lyford, U. S. Department of Agriculture and Home Economics, and Mrs. Katherine W. Cook, U. S. Bureau of Education.

October 24—Special exercises for "Liberty Bond Day."

October 25—Professor Carter Alexander, George Peabody College for Teachers.

October 31—Rev. Christian C. Menzler, Secretary Tennessee Board of Charities and Corrections.

November 28—Special Thanksgiving address by Dr. E. W. Kennedy.

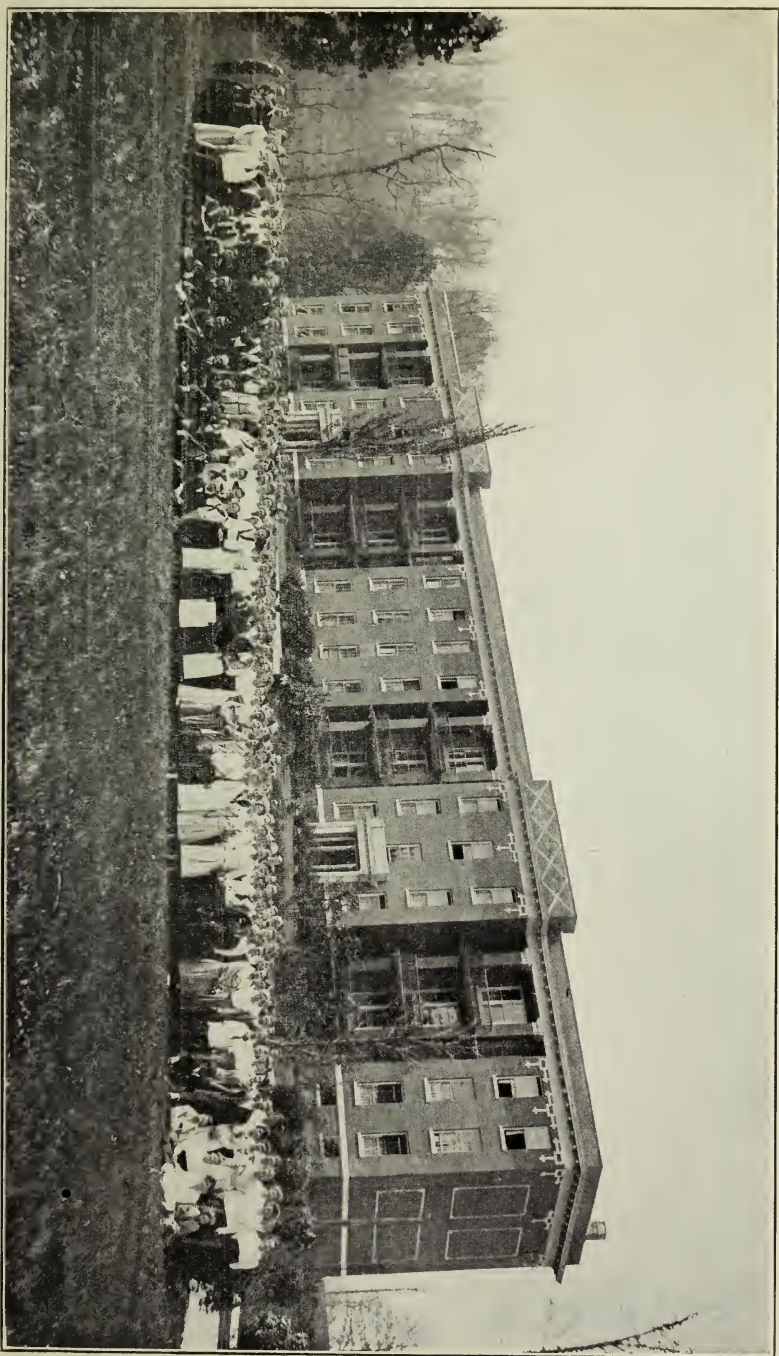
December 11—Chaplain Edmondson, U. S. N., at chapel.

December 19—Special exercises inaugurating Red Cross Christmas Membership drive.

February 5, 1918—Rotary Club of Johnson City entertained by Normal School Faculty and students.

February 7—"The Fotygraft Album," by Mrs. Janie Fennessee Whitaker, Faculty Women's Club, and Faculty.

February 8—Miss Kathryn Peoples, Soprano.



PLANTING OF CLASS TREE, 1918







- February 11—State Superintendent S. W. Sherrill and President R. L. Jones, of Middle Tennessee State Normal School.
- March 6—Williams Colored Singers.
- March 28—Debate by Faculty members on "Daylight Saving Bill."
- April 5—DeKoven Male Quartet in Lyceum Course.
- April 11—Mrs. Evan Rees, Woman's Council of National Defense.
- April 12—Dr. Russell H. Conwell; "Acres of Diamonds."
- April 19—Mrs. Sloop, of Crossmore, N. C.
- April 23—Mme. Francesca Zarad, Prima Donna.
- April 24—Planting of class tree, "Sidney Gordon Gilbreath," by Senior Class.
- April 30—Major Paul E. Divine, address.
- May 3-4—May Festival Exercises.
- May 9—Hon. Lee F. Miller, President Johnson City Chamber of Commerce, and Hon. J. T. DuBois, ex-Consul General to Switzerland and Minister to Colombia.
- May 17—Major Clinton H. Gillingham, Maryville College.
- May 18—Second Red Cross War Fund exercises.
- May 24—Playettes under direction of Department of Expression.
- May 30—Dedication of Service Flag. Address by Prof. Murat Roberts. Field Day Exercises. Recital by Piano and Expression Departments.
- May 31—Class Day Exercises.
- June 2—Annual Sermon, by Dr. Rufus W. Weaver, Educational Secretary, Southern Baptist Convention.
- June 3—Graduating Exercises, Academic Course.
- June 4—Graduating Exercises, Normal Course.

## ANNUAL MAY FESTIVAL

May 2 and 3, 1918

## THURSDAY

- I—Cantata—"Pan" ----- Paul Bliss  
Music Club.  
II—Dance—Mimosa San----- Junior High School  
Dance—Wood Nymphs-----Martha Wilder School  
Dance—Dance of the Seasons-----Mary H. Cockrill  
III—Operetta, "Contest of the Nations"-----Normal School

## FRIDAY AFTERNOON

I—Community Singing.

II—Orchestral Program.

III—Folk Dancing.

- |                                |                        |
|--------------------------------|------------------------|
| 1—Sleeping Beauty Pageant..... | Observation School     |
| 2—Butterfly Dance.....         | Columbus Powell School |
| 3—American Schottische.....    | Normal School          |
| 4—Gypsy Dance.....             | West Side School       |
| 5—Varsieuvienne .....          | Normal School          |
| 6—Athletic Dance.....          | Normal School          |
| 7—Folk Dance.....              | Columbus Powell School |

## FRIDAY EVENING—ORCHESTRAL CONCERT

- |                                     |            |
|-------------------------------------|------------|
| Quartet in E flat.....              | Haydn      |
| A Summer Idyl.....                  | F. W. Hoss |
| Love's Dream After the Ball.....    | Czibulka   |
| Gavotte .....                       | Rameau     |
| Overture, Calif of Bagdad.....      | Boildieu   |
| Andante from Surprise Symphony..... | Haydn      |
| Vocal Solo—Two Grenadiers.....      | Schumann   |
| W. A. Jonnard.                      |            |
| Overture Light Cavalry.....         | Suppe      |
| Hawaiian Dream.....                 | Marple     |
| Violin Solo, Scene de Ballet.....   | De Beriot  |
| Miss Norma Gilbreath.               |            |
| College Overture .....              | Moses      |
| America, Overture .....             | Moses      |

## RECITAL BY PUPILS OF THE MUSIC AND EXPRESSION

## DEPARTMENTS

May 30, 1918, 7:45 p. m.

## PART I.

- |                     |             |
|---------------------|-------------|
| Spinning Song.....  | Ellmenreich |
| Virginia Alexander. |             |
| March in C.....     | Read        |
| Ralph Mathes.       |             |

Little Ah Sid	-----	
Betty at the Party	-----	
	Julia Brewer.	
Song Without Words	-----	Streabbog
	Gertrude Taylor.	
Mignon (Gavotte)	-----	Sattelmair
	Alma Lee Edwards.	
Don't	-----	Nixon Waterman
The Pert Chicken	-----	
	Ada Divine.	
Good Humor	-----	Baumfelder
	Franklin Taylor.	
The Gipsies	-----	Max Franke
	Florence Vines.	
Out of School	-----	Holliday
	Martha Anderson.	
Seein' Things at Night	-----	Eugene Field
Hoover's Goin' to Git You	-----	Mable I. Clapp
	Lorena Deaderick.	
Second Valse	-----	Godard
Etude Fantastique	-----	Friml
	Mary Lee Taylor.	
Little Orphan Annie's Tale of Woe	-----	Adelaide P. Wagener
Raggedy Man	-----	James Whitcomb Riley
	Josephine Divine.	
Columbia the Gem of the Ocean	-----	
	Pupils of the Observation School.	
	Evelyn Gilbreath, Katrina Brading, Elizabeth Rogers, Lillian Schoen, Mildred Mathes, James Vines, Frank Newport, Bruce Marshall, Roy Humphries. Accompanist, Virginia Alexander.	

## PART II.

Prelude in C Minor	-----	Chopin
Warriors Song	-----	Heller
	Ruth Stapleton.	
Polonaise, C Sharp Minor	-----	Chopin
	Ida Hill.	
Mrs. McDuffy on Baseball	-----	
	Gertrude Hunter.	
Butterfly	-----	Grieg
	Lucy Edwards.	
Dutch Dances, No. 3	-----	Beethoven
	Helen McCrary	

A Woman's Intuition .....	.....
Reveil du Printemps .....	.....Friml
Ethel Williams.	
Sonata Pathetique .....	.....Beethoven
Ida Hill.	

### CLASS DAY EXERCISES

May 31, 1918

#### PROGRAM

Invocation .....	.....Professor Burleson
Opening Address .....	.....Helen Kilpatrick
Class History .....	.....Luna Gass
Class Poem .....	.....Hannah Doak
Vocal Solo .....	.....Geneva Bradshaw
Class Grumbler .....	.....Helen Colby
Class Will .....	.....Luke Hunt
Violin Solo .....	.....Eva'dne Van Bockern
Prophecy .....	.....Buhl Simpson
Solo .....	.....Alline Ray
Giftorian .....	.....Lucy Taylor
Class Song—Star Spangled Banner.	

### ANNUAL SERMON TO THE GRADUATING CLASSES

Sunday, June 2, 10:45 a. m.

Processional .....	.....String Quartet
Doxology .....	.....
Invocation .....	.....Chaplain S. W. Tindell, D. D.
Anthem—My Faith Looks Up to Thee .....	.....Lachner
Scripture Lesson .....	.....President S. G. Gilbreath
Prayer .....	.....
Violin Solo .....	.....Henley Gilbreath
Announcements .....	.....
Sermon—Rev. Rufus W. Weaver, D. D., Educational Secretary, Southern Baptist Convention.	
Hymn—Onward Christian Soldiers (No. 95).	
Benediction	
Recessional	

**GRADUATING EXERCISES—ACADEMIC COURSE****Monday, June 3, 8:15 p. m.**

Professor F. W. Alexander, Presiding

**THE NORMAL SCHOOL'S HELPING HAND IN THE GREAT WAR**

Invocation-----Rev. W. F. Pitts  
 Song—Sons of America.  
 Education-----Cora M. Houston  
 The Normal School's Battle Song----(Words by Miss Olive Taylor)  
 Finances-----Bess Godsey Varnell  
 Song—What Are You Going to Do to Help the Boys?  
 Production-----Anna Bell Allen  
 War Garden Song.  
 Conservation-----Kate Neil  
 Musical Recitation—Hoover's Goin' to Get You if You Don't Watch  
     Out-----Goldia B. Frye  
 Service-----Ollie E. Green  
 Drill—The American Flag.  
 Song—'Neath the Flag of the U. S. A.

**GRADUATING EXERCISES—NORMAL COURSE****Tuesday, June 4, 8:15 p. m.**

March-----Normal School Orchestra  
 Invocation-----Rev. Louis D. Riddell  
 Piano Solo—Arabesque-----Chaminade  
                     Helen McCrary.  
 Oration—The Teacher's War Message  
                     John Samuel Humphreys.  
 Oration—Russia: a Warning to Democracies  
                     Hannah Elizabeth Doak.  
 Vocal Solo—Calling Me Home to You-----Dorel  
                     Edith Baskette.  
 Oration—Culture and "Kultur"  
                     Luke Weldon Hunt.  
 Oration—Some Spiritual Results of the War  
                     Helen Marie Cox.

Violin Solo—Liebeslied .....	Kreisler
Evadne Van Bockern.	
Presentation of Classes.....	Dean C. Hodge Mathes
Awarding of Diplomas.....	President S. G. Gilbreath
Graduation Song.....	Senior Class

### THE NORMAL SCHOOL, AN APPRECIATION

With the exercises tonight the Normal School closes another successful year—its seventh under the administration of President Gilbreath. The work and influence of the Normal School are not limited to its classrooms, but reach every section of its territory, and are strongly felt in wholesome and progressive school legislation. It not only educates and trains young men and women for efficient teaching in the schools of the state, but deepens and strengthens religious convictions and social conventions. It adds culture to knowledge and character to training.

The Normal School has been of inestimable worth to Johnson City. Its Faculty and students disburse here many thousands of dollars every year; nearly all the members of the Faculty own property and are substantial tax payers; and the school contributes to the civic, social, and religious progress of the city. Its students, by hundreds, attend our churches and Sunday Schools, and its teachers are Sunday School officers and teachers and church workers. It furnishes expert help in our school system, and supplies our public school with some of its best teachers.

The Normal school has responded sympathetically, generously, and enthusiastically to every call made on it by Johnson City, and it should have in return the cordial good will and hearty co-operation of Johnson City, its churches, its civic, patriotic, and school organizations, and of every citizen. Our people should give generous recognition to all the activities of the school, should attend its exercises and make its Faculty and students know that we appreciate their citizenship and residence in our community.—The Staff, June 4, 1918.

### ENROLLMENT

	1912	1913	1914	1915	1916	1917	1918
<b>Regular Terms</b> .....	236	325	410	404	536	568	427

Because of the war situation the enrollment for 1917-18 was less



than for the two preceding years, the loss being 141, or nearly 25 per cent.

This loss was less than was anticipated and considerably less than that reported for the colleges and universities in East Tennessee.

### ROLL OF GRADUATES AND STUDENTS

Volume VIII, No. 1, of the Bulletin, to be published September 1, 1918, will contain the names by classes of all the graduates of the State Normal School, the names of all students registered for the school year 1917-18, including the summer term; also the summary of enrollment showing the enrollment by years and by counties since the opening of the School in 1911.

### INFORMATION

For information as to lodging in private homes, inquiries should be addressed to Professor C. E. Rogers, Chairman of Committee on Students' Homes; for information as to teachers or positions, to Professor Fred W. Alexander, Chairman of Committee on Appointments; for information as to classification and credits, to Dean C. Hodge Mathes, Chairman of Committee on Classification; and for the Bulletins or general information relating to the School, to President Sidney G. Gilbreath.







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